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SCOPE FOUR-STATE PROFILE, GRADE TWELVE 1966, CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA.

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A FOUR-STATE STUDY OF NINTH AND TWELFTH GRADE STUDENTS WAS MADE BY SCOPE (SCHOOL TO COLLEGE--OPPORTUNITIES FOR POSTSECONDARY EDUCATION) TO DISCOVER HOW, WHEN, AND WHY STUDENTS MAKE DECISIONS ABOUT POST-HIGH SCHOOL EDUCATION AND CAREERS. THE INFLUENCE OF PARENTS, SCHOOLS, AND PEERS UPON THE NATURE OF THESE DECISIONS IS ALSO EXAMINED. A COMPOSITE PROFILE OF NINTH-GRADE STUDENTS FROM 244 PUBLIC AND 55 NON-PUBLIC SCHOOLS IS PRESENTED. ACADEMIC ABILITY TEST SCORE RESULTS (SHOWN IN PERCENTILES), STUDENT DISTRIBUTION WITHIN THE PERCENTILE RANKS, AND AN ITEM ANALYSIS OF A STUDENT QUESTIONNAIRE ARE ALSO INCLUDED. THE QUESTIONNAIRE CONTAINED ITEMS PERTAINING TO FAMILY AND HOME MILIEU, PARENTAL EXPECTATIONS, AND STUDENT SELF-EVALUATION, VALUES, PERCEPTIONS OF SCHOOL, AND INFORMATION-SEEKING ACTIVITIES. AN ANALYSIS OF QUESTIONS RELATED TO OCCUPATIONAL PREFERENCES AND ACTIVITIES IS MADE SEPARATELY. STUDENT DISTRIBUTION AND PERCENTILE RANKS ARE SHOWN FOR A PROVISIONAL INTELLECTUAL PREDISPOSITION SCALE DEVELOPED FOR THE STUDY. (PS)

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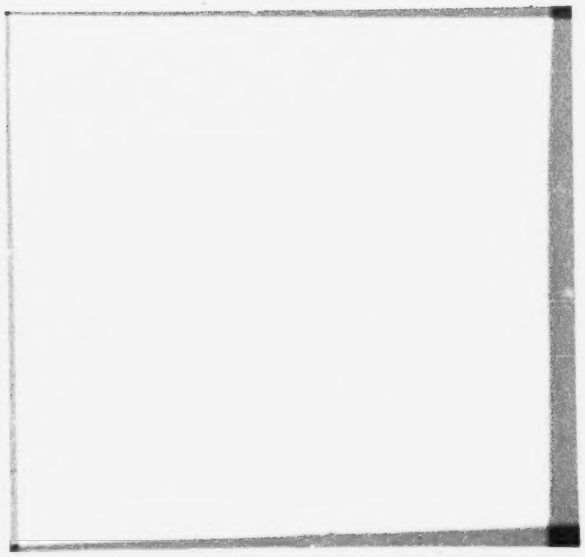
SOPE

A study of student decision-making and its outcomes

by the Center for Research and Development in Higher Education in cooperation with the College Entrance Examination Board



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CG 001 204

A Descriptive Report
from
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College Entrance Examination Board
New York, December 1966

SCOPE
Four-State Profile
Grade Nine 1966
California
Illinois
Massachusetts
North Carolina

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Introduction

A four-state study of student decision making by SCOPE (School to College: Opportunities for Postsecondary Education) seeks to find out how, when, and why students make decisions about post-high school education and careers, and the relative influence that parents, schools, and peers have upon the nature of those decisions. This six-year project, sponsored by the Center for Research and Development in Higher Education and the College Entrance Examination Board, involves nearly 90,000 students. While the College Board will provide major assistance through its staff, research advisory committee, and financial support, the complex study of student decision making will be conducted by the Center at the University of California, Berkeley. Both organizations will rely not only on the active participation of the students, who are the focus of the study, but also on the strong support of teachers and administrators in schools, colleges, and other educational organizations throughout the country that are cooperating with the study.

Nature of the Report

This report of the characteristics of a large sample of students in the four states is the third in a unique series of publications in which SCOPE shares the immediate descriptive analyses of information that has been collected through the help of school personnel and students in the four states. Unlike the first report, which was an individual school profile and distributed only to the principals of the cooperating schools in order to protect the privacy of schools and students, this report is distributed widely throughout the SCOPE states. The superintendents of all school districts in each state, as well as the cooperating principals, have received copies. In this manner the SCOPE staff hopes to make many educational leaders aware of the results of this research.

It should be noted that the project is not concerned with comparing individual schools or the status of individual students. SCOPE is concerned, however, with understanding how young men and women with similar characteristics, education, and home environments develop as they move through secondary school into postsecondary education and the world of work.

Uses and Limitations

With the cooperation of the publications division of the College Board, a series of "instant feedback" reports for schools, colleges, and educational organizations is being planned. It is important to note that this early sharing of findings is not a substitute for more substantial and interpretive publications. SCOPE and the Board are planning a series of major publications for the educational profession, generally, and for such groups as administrative leaders, guidance workers, and college officials, specifically. Technical reports and monographs will also serve others involved in educational and social research.

Among the many ways in which this and previous profiles can be used is to examine the diversity of student responses to factors which may influence what students do and what they think about their educational and career opportunities—or barriers. Furthermore, the reports reveal areas in which the students in the sample tend to be relatively homogeneous as compared with those areas in which great diversity exists. Perhaps more important is the possibility that such profiles may stimulate, in a tentative fashion, hypotheses about how students make decisions and that they may help in testing some assumptions educators have about educational practices and student reactions to them. This, in brief, is the very procedure that the SCOPE staff is using in designing more complex and subtle analyses of data from these descriptive reports which are being shared with educational leaders in each state. It may be that individual school districts will find these reports valuable in designing local studies. Such possibilities are enhanced by the coordinate state reports which help provide a perspective for this composite profile.

The SCOPE project will be interested in and will seek information about many aspects of student decision making which are not reflected by these early descriptive profiles. During the spring of 1966, rather basic data about the student and his home and educational environment were collected. It is these findings that constitute the foundation for

continuing study of students during the school and college years. The profiles of these first data provide the most fruitful leads for the SCOPE staff and their consulting committees in designing methods for more penetrating study of the decision-making process.

Coordinate Profiles: School, State, and Four-State Composite

The reader will discover that the format for this composite report and the state report are identical, as was the format for the individual school profiles. This was done to aid the reader in interpreting characteristics of specific groups of students. For each report, every item in the student questionnaires has been rewritten for ease in reading and easy identification of frequencies and percentages for different student responses.

For test information, however, mean scores and standard deviations, as well as frequency and percentile distributions, have been presented. Again, some valuable comparisons can be made by using the state and composite reports together.

In using these descriptive reports it is important to know something about the background and purposes of SCOPE, as well as of the characteristics and limitations of the samples of students. Although general comments are made about these matters in this report, more extensive discussion of the samples and sampling procedures are presented in the individual state profiles for California, Illinois, Massachusetts, and North Carolina.

Nature of SCOPE

The Advancement of Educational Knowledge

The project schools and their students are playing an important role in advancing educational knowledge, an increasingly important objective of public and private education. A balance between this responsibility and respect for the privacy of individuals is one that SCOPE seeks to establish through continued cooperation with representatives of the many groups involved in the project. The counsel of advisory bodies and professional groups has contributed and will continue to contribute to meaningful inquiry about students, their backgrounds, attitudes, and aspirations. It will also assure the protection of anonymity of both individuals and schools.

Background and Purpose

Although much is already being learned about the *many* factors that influence the transition of students from school to college and the world of work, the principal aim of SCOPE is to discover decision-making patterns among high school students—the diverse ways in which they acquire information about colleges and vocations; the nature and relative importance of parental, school, and community influences on their decisions; and when various stages in the decision-making process occur. No less important will be the follow-up phases of the project, designed to find out how well students do after graduation and how they view their decisions in retrospect. An accurate picture of these decision-making patterns should help all persons with responsibilities in secondary and higher education perform their roles more effectively. In particular, it should reveal why many promising students, especially those with educational disadvantages, do not attend college, and it should suggest ways to remedy these losses.

The Scope of SCOPE

The study was well under way in the spring of 1966 with the administration of questionnaires and measures of aptitudes, interests, and attitudes to freshmen and seniors in representative high schools in California, Illinois, Massachusetts, and North Carolina. It is data from these tests that are being reported in this publication. The four project states were selected because they differ from one another in their commitments to public and private education and in the ways they are planning for education beyond the high school. At the same time, each state is a leader in the kind of education it provides.

1967 follow-up. The project staff is using these profiles and other data to design methods of following the progress of the nearly 90,000 freshmen and senior students in the SCOPE samples. In the spring of 1967, most of the orig-

inal twelfth graders will be completing the freshman year of college, attending some other postsecondary school, working, or seeking work. Students in each of these subgroups will be asked to comment on the outcomes, thus far, of the decisions they made while in high school and to project their future goals and aspirations. The nation's colleges and universities are responding favorably to requests for their cooperation in locating and testing SCOPE students who are attending their institutions. The problems of following so many students as they distribute themselves across complex systems of higher education and among noncollege pursuits is illustrated by Chart 1, which shows the sequence of follow-up activities now under way. The task is challenging the ingenuity of the SCOPE staff and the capabilities of data-processing installations. The procedures are being designed to minimize the assistance needed from colleges and schools, and to make even these requests easily manageable. Similar procedures, of course, will be used in following students who were freshmen in the spring of 1966 when they leave high school in 1969.

The original ninth graders are now, with few exceptions, sophomores in SCOPE schools or in new schools to which they have transferred. The follow-up activities that are necessary for studying the progress of these students are only slightly less complex than for the senior group. Chart 2 suggests the sequence of steps in locating various groups of these students during the coming months. Again, procedures are being designed for facilitating this important task and for collecting modest information about student progress during the spring of 1967.

1968-1970 follow-up. The SCOPE project will subsequently focus attention on the progress of the original ninth-grade students as they move on through school and into post-high school life. Plans are being made to study these boys and girls each year, but most intensively near the close of their senior year in 1969 and in the spring of 1970, one year after graduation. Special efforts will be made, of course, to follow samples of those students who drop out of school before graduation.

Case studies. Several schools in the project have asked that more individual and intense studies be made of their schools and the factors that influence the lives of their students. It is likely, therefore, that case studies will be made of differing types of schools in order to help in the ultimate interpretation of project findings. A somewhat related activity will be the interviewing of selective samples of students during the course of their school careers. Such intensive methods are essential in understanding the more empirical data that come from analyses of large numbers of test and questionnaire items. In all cases these activities will be jointly planned with cooperating schools and will be consistent with the interests of school personnel and students.

General studies of schools and colleges. The educational environments of students—both as perceived by the students and as described by more objective evidence—are major forces in how, when, and why students make crucial decisions about school and career. This report provides some initial information about how students see certain aspects of the educational world about them. However, additional information must be assembled if the understanding of student development is to be enhanced by SCOPE. The principals of project schools have taken a major step in this direction by completing a brief questionnaire that provides rather basic data about schools and their personnel. A report based on these data should be available in the near future and should be valuable in its own right. Such information about institutions will be used in the analyses of other data.

With impressive help from guidance leaders across the country, an important questionnaire is now being designed to help all educators understand guidance practices in the secondary schools and, it is hoped, the relationship of these practices to student decision making and outcomes. Advisory committees are assisting the SCOPE staff in determining how selective information from appropriate groups of teachers and parents may be incorporated with the project.

Sampling, Samples, and Schools

Since this project is analytical in nature, comparisons will be made between subgroups of both grade 9 and grade 12 samples of students with respect to many variables which

may be influencing decisions and choices students make during the school years. The original samples drawn from the four states were representative of the state populations of public and private school students with regard to several important characteristics. The basic sampling unit, because of administrative advantages and economical use of resources, was the individual school.

Determining the Sample Sizes

In determining sample sizes for a project such as SCOPE, it is necessary to know the type and number of interrelationships that must be analyzed in the final stages of the project. For example, at the close of the SCOPE project, it may be desirable to determine whether there are meaningful differences between men and women who have differing academic abilities and economic resources for education, and who have chosen diverse fields of study in several types of colleges. The *number* of students from the initial samples needed for final data collection is determined by the number of interrelationships to be analyzed and the desired power of statistical tests for supporting or rejecting hypothesized differences among groups of students. Through the use of appropriate theoretical models, it was determined that 3,954 students should be available for the final data collection in each of the four states. With this terminal number of students in mind it was possible, then, to take into consideration the differing dropout rates and college-going rates in the four states, as described in the next paragraph, in order to adopt appropriate initial sample sizes.

Since the major aspect of SCOPE is to study selected ninth- and twelfth-grade students as they move through school into their second semester of college attendance, as well as to follow up students who drop out of school or who go to work instead of to college, the initial sample sizes were determined by taking into consideration persistence rates of students through each period of schooling, college-going rates in the four states, and, finally, a general persistence rate during the first year of college. Calculations based upon the overall retention rates, from grade 9 or from grade 12 through the college freshman year, resulted in the following initial sample sizes: California, 8,204 grade 9, 7,757 grade 12 students; Illinois, 14,338 grade 9, 10,881 grade 12 students; Massachusetts, 11,673 grade 9, 9,793 grade 12 students; and North Carolina, 21,846 grade 9, 12,555 grade 12 students.

Selection of Counties and Schools

Once the required initial sample sizes were calculated, the next steps were to determine how and from where the students were to be drawn for the samples. Because of the limited nature of the consistent and relevant information about students and schools in the project states, and in order to keep the survey areas from being unnecessarily scattered geographically, a multi-stage, stratified, proportional random-sampling procedure was used.

The counties in each of the states were statistically grouped into similar clusters on the basis of several common characteristics. Several of the characteristics, as indicated in the 1960 census data and recent school data, were: median family income, percent white collar workers, white and nonwhite racial composition, mobility of the population, rate of school attendance of school age children, school size, and ratio of students who go to college to high school graduates. Counties were then randomly selected from within each cluster of counties in each of the four states in the study. School districts, and then schools, were randomly selected from within the selected counties so that there would be samples of grade 9 and grade 12 students large enough to meet the requirements for the initial sample sizes.

Caution should be used in making generalizations about students as a result of examining data in this report or in the coordinate state or school reports. In most SCOPE schools some students were away when the testing was done and some students, though few in number, chose not to participate. It is not known at this time the effect this may have upon the representativeness of the state samples.

The Four-State Samples

The initial sample sizes calculated for each of the four states were the estimated numbers of students required to

Chart 1. SCOPE project follow-up procedures for locating 1966 twelfth graders

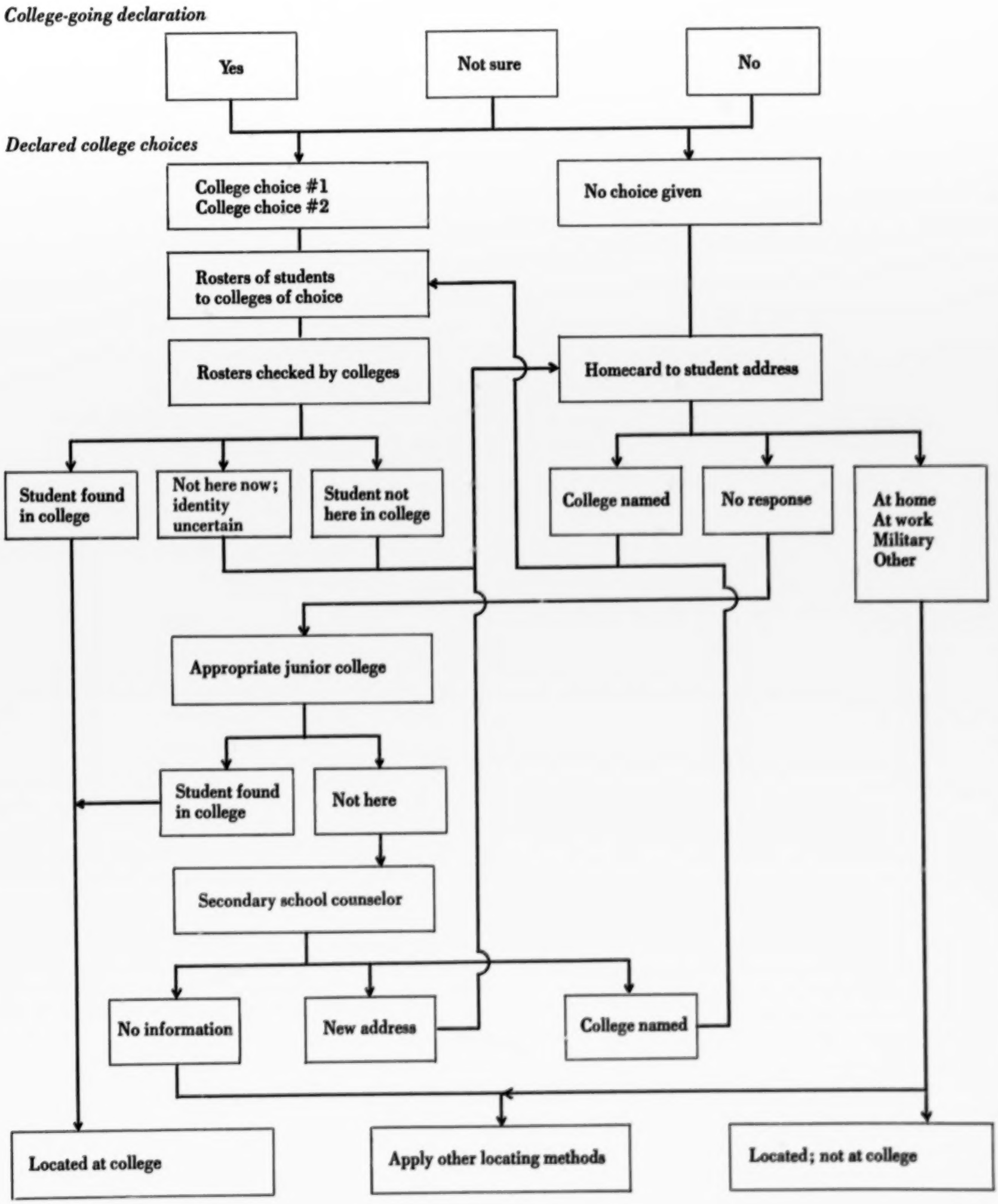
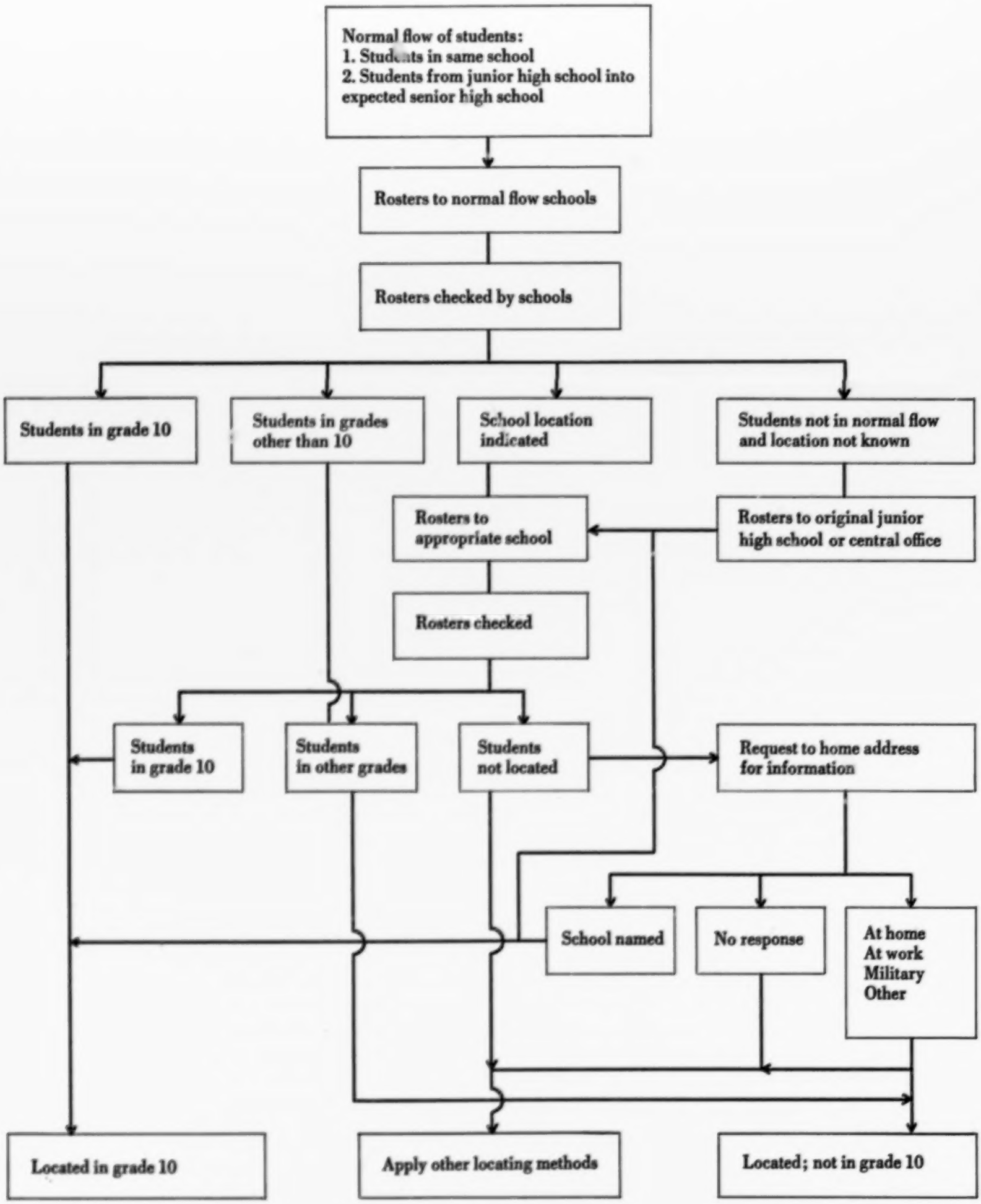


Chart 2. SCOPE project
follow-up procedures for locating 1966 ninth graders


Normal flow of students:
1. Students in same school
2. Students from junior high school into expected senior high school
Rosters to normal flow schools
Rosters checked by schools
Students in grade 10
Students in grades other than 10
School location indicated
Students not in normal flow and location not known
Rosters to appropriate school
Rosters to original junior high school or central office
Rosters checked
Students in grade 10
Students in other grades
Students not located
Request to home address for information
School named
No response
At home
At work
Military
Other
Located in grade 10
Apply other locating methods
Located; not in grade 10

carry out the long-term analyses that are a major part of the SCOPE project. Because individual schools were chosen as the units of sampling, it was only possible to approximate samples of the desired size. When a school became part of the project, all grade 9 or grade 12 students, or all of both grades, were considered to be part of the original samples. The estimated enrollments of the schools in the samples in each state indicate that from 7 to 10 per cent of the students in both ninth and twelfth grades did not participate. At present, any bias that may exist because of this apparent loss is unknown, but it is expected to be minimal. SCOPE will report in the future the extent to which bias may operate as a result of nonparticipation, which is attributable primarily to students' absenteeism.

A more serious source of bias may be the loss of certain metropolitan school districts in California, Illinois, and Massachusetts. However, adjacent alternative schools volunteered in California and Illinois and have become part of the SCOPE project. It would appear that proper representation of these areas in these two states has been reestablished. Data from the additional Illinois schools is not present in this report because the students were tested after the report was assembled, but they will be included in any future analyses.

In Massachusetts, the large metropolitan area which chose not to participate was not replaced by other volunteer schools. Thus the public school systems are underrepresented in both grades 9 and 12 with regard to some of the characteristics of large urban areas. Nevertheless, in regard to the four-state composite reports, there should be considerable confidence in believing that these data—because of the size of the samples and the range of types of schools sampled—reflect the attitudes, abilities, and interests of a rather remarkable cross section of youth in public and private schools of the SCOPE states. Specifically, 244 public and 55 nonpublic schools in the four states are participating in the SCOPE project in its initial phase. Many other schools and colleges will be involved as the original SCOPE students migrate within and without state systems of education.

Major Areas of the 1966 SCOPE *Profiles*

Information about both ninth- and twelfth-grade students as a basis for longitudinal studies was collected during the spring semester of 1966. The following sections describe the nature of several groups of variables that seemed of importance to the SCOPE staff, among which are: Academic Ability Test scores, family and home milieu, parental expectations, self-evaluation, values, perceptions of school, information-seeking activities, occupational preferences, and intellectual predisposition. These variables will provide the foundation for designing subsequent approaches to understanding the development of the decision-making process as students move through high school into postsecondary life.

Future methods of data collection will focus sharply on what students do regarding career and educational choices and the relationship of this behavior to the ways key adults from home and school seek to influence decisions and choice behavior. The centers of inquiry, then, will continue to be students in relationship to the school, the home, and the institutions and organizations concerned with education beyond the high school. Since the educational and career development of representative groups of American youth varies markedly, diverse methods of data collection will be necessary. This is apparent when it is recognized that some SCOPE students will distribute themselves across complex systems of higher education and the full spectrum of occupations; some will stay in school, and others will drop from school before completing either high school or a program of higher education. The large body of experience and research relevant to student careers has guided the staff, both in collecting information about the following areas and in relating these data to more sharply defined inquiry about developing patterns of student decision making.

Reference to Sample Questions

In the following comments about the major areas of data reported in the profiles, reference is made to questions that may help the reader use the profiles profitably. These ques-

tions may be located in the original student questionnaires, Part 3, which was administered to the students. The data from these questions appear as statements in the profile contained in this report and may be found under Table 5, entitled "Student Questionnaire Item Analysis." It is possible for the reader to follow the references to specific questions in both the original student questionnaire and in this profile. Such questions and the commentary about them are simply to suggest the type of insights that may come from using these profiles to test ideas and assumptions that educators have about students.

Academic Ability Test Scores

With concern for the economy of time in collecting initial data about students in the SCOPE project, care was taken to select measures of academic abilities that would correlate highly with standard instruments used in American schools and that could be administered with maximum ease within a standard class period. The new Academic Ability Test (AAT), which has been developed by Educational Testing Service, seemed appropriate for this task. The AAT correlates very highly with the School and College Ability Test; it is easy to administer within a 50-minute period; and it gives verbal, mathematical, and total scores.

To be sure, the SCOPE staff shares the concerns of practicing educators and researchers in the field of educational testing regarding the inappropriateness of many standard tests in measuring the abilities of educationally handicapped youngsters. It is not assumed, therefore, that the distributions of scores from these instruments describe with accuracy the abilities of all youngsters tested. In particular, students with reading problems and deficits in other areas of educational experience are handicapped on these, as well as on related ability tests. Nevertheless, both students and school personnel, in practice, use such test scores in measuring achievement during the school years and in predicting success in higher education. Group characteristics, in reference to these measures, are highly important and will be used by SCOPE in tracing educational and career choices during the school years. Do groups of students that rank high on these measures choose similar post-secondary educational patterns? At what grade levels do boys and girls show differing abilities in mathematical and verbal skills, and how are these related to their educational aspirations at this time?

The large and generally representative nature of the state and four-state composite SCOPE samples provides quite helpful normative information about these tests and their distributions, means, and standard deviations. By using these "normative" reports, in conjunction with the individual state profiles, educators can compare the level and diversity of abilities of students in their state with a broader sample of students (Tables 1-4).

Family and Home Milieu

A considerable number of variables tapping different aspects of home and family life have been included in this research (questions 1-28; 118-126). The three major considerations that have led to the selection of these variables are discussed briefly below.

The first, and basic, concern was for the importance of the family, not only in influencing the present choice behavior of students, but also for understanding the antecedents of this behavior. Parents have the earliest and probably the most pervasive influence on the decisions students make about school and career. It is essential to know about both the general characteristics of the home milieu and the student's perceptions of his relation to others in this environment.

The second consideration concerns the development of meaningful and stable sets of indexes of socioeconomic status with which to group students in analyzing what they think and do about educational and career choices. Given the diversity of information about home backgrounds, SCOPE can now explore, empirically, the varied dimensions of socioeconomic status, and identify the particular variables that will help best in defining common patterns of decision making.

The third factor concerns the need to understand differences in the post-high school plans of students of *similar* socioeconomic status. Previous research suggests that a father's occupation is one of the most reliable measures in

distinguishing between students who go to college and those who don't go. Yet this gross distinction sheds little light on the differences that exist within the college group or within the noncollege group. For instance, why do some college students of comparable ability select narrow career-oriented programs while others select broad liberal arts programs? And for students with similar potential who don't go to college, why do some find stable and satisfying occupations while others drift from job to job?

To approach questions of this nature it is necessary to consider the more subtle ways in which parents and home influence decision making. For example, father's occupation, as such, may be of less significance than the general life style of the family. And life styles may be represented, in part, through the parents' values, interaction with their children, and their interests and activities outside the home. SCOPE may also ask how important parental aspirations are to the decision-making process, and to what extent students accept these aspirations as their own. Following the same line of thought, one may ask how the occupations of the parents limit or enhance the occupational interests of their children. Do students choose for themselves the occupations of their parents? How do these parental identifications differ for ninth and twelfth graders? Examination of data relevant to these questions should yield particularly fruitful hypotheses for further analysis. Similar examinations of such items in these SCOPE profiles may help school personnel in reexamining assumptions about the educational and career development of their own students.

Parental Expectations

The expectations that parents have for their children strongly influence many facets of students' lives (questions 111, 112 grade 9). Among those that the SCOPE project is most concerned with are the ways in which students perceive themselves, form peer relationships, assess school values, and make educational decisions.

What parents want for their children is not always made explicit or is not mutually understood. What school and career matters do students and parents talk over together (questions 29, 32)? What values do students put on such conversations (questions 30, 31)? Do students report that they get most help from parents or from others (questions 155, 156, grade 12 only)?

By whatever means students become aware of parental expectations, it is important to know how students incorporate these expectations into their own plans and aspirations. By looking at related questions it is possible to determine to what degree students share their parents' ideas about the importance of study, going to college, and competing for grades. For example, even with the data in this report, it is possible to compare the congruence between parents' aspirations (question 32) and students' aspirations about college (question 33).

Self-Evaluation

The process of student development is to a large degree generated by the day-to-day act of self-evaluation; that is, the matching of one's own qualities with those perceived in others, and the testing of conflicting possibilities against both external and internal standards. In reality, all attitudes, perceptions, and aspirations are expressions of self-evaluation. However, for this report self-evaluation will be considered in more limited terms. The reader's attention is directed to a group of questions that specifically ask students to evaluate themselves.

Several aspects of self-evaluation in this more narrow sense have been tapped in the questionnaires. Some items question the students directly about their ability—their general area of greatest competence (question 54) and their confidence about doing college work (question 50). Other items using a more indirect approach ask students to evaluate themselves through the eyes of others; for example, their teachers (question 71) and their peers (question 127, grade 9 only).

One of the major objectives of the analyses of these data will be to assess the congruence between students' perceived strengths and their stated aspirations. How realistic are students' plans to go to college in light of their abilities? How do students' academic abilities stand in relation to their other strengths, and does this standing support or

contradict their relation to their going to college? Is there a discrepancy between self-estimated college ability and students' perceptions of their teachers' evaluations of them? Which of the two is the better predictor of actual postsecondary choice?

Subsequent analyses in this area will need to take into consideration both the antecedent influences, for instance, those stemming from parents and family, and the consequences of different levels of student realism. The staff expect to find that the degree of realism in students' career aspirations is a critical factor determining their success in any particular postsecondary endeavor. Possibly the degree of realism is as significant—or even more significant—than students' actual ability.

Values

Students' educational and occupational aspirations cannot really be understood without knowing something about the values they hold. Values determine what people view as important in life. They enable them to establish preferences among the wide array of interests and activities open to them. It should be found, therefore, that students' values will have a pivotal position in the decision-making process.

Several sets of items in the questionnaires focus directly on values. For example, one series of items concerns the importance of more general goals such as getting good grades, being a leader, pleasing parents (questions 55-63). Another series taps values through nonschool activities; for example, reading romance magazines, working for money, dating (questions 72-80). In the ninth grade, questions are also asked about peer values (questions 101-108). And in the twelfth grade values are probed by asking what one condition will give them the most satisfaction in life (question 81).

The SCOPE staff will want to investigate several different kinds of questions about the influence of values in the decision-making process. One series will ask such questions as: Which values are most important at different points in time? How much do values change during high school and the first postgraduate year? In what values and in which years do the greatest changes occur, and how do the importance of particular values and the changes in this importance differ for boys and girls?

A second series of questions will assess how specific values are associated with particular educational and vocational choices. Do students who go to college really place more value on learning than those who don't go? Or is it more a matter of pleasing parents, keeping step with friends, or making more money later on?

A third major line of inquiry will be concerned with the relative significance of different people in shaping students' values. Are students' values in high school actually more similar to those of peers than to those of parents—as many researchers have suggested? Can admired teachers and counselors counteract anti-intellectual values of students when there is evidence that these values originate in the home? These questions, and many others, will guide the analyses of the importance of student values in the decision-making process.

Perceptions of School

In the spring of 1966, more questions were asked of senior students than were asked of freshmen because of the possibility of repeated inquiry of the freshmen as they proceed through the high school years. SCOPE has a good opportunity with students who have nearly completed their high school careers to see how they view their experiences in school and how they might want to alter those experiences. Do students want to add more practical courses to the high school curriculum? Do they want better equipped laboratories and shops? Would they like to have more discussions in class and fewer lectures? Would they like to have greater freedom in choosing courses (questions 137-143, grade 12 only)? Although the responses of students to such questions do not necessarily reflect weakness in the school curriculum, they are important indicators of student attitudes and perceptions of school. The project will examine how these attitudes and perceptions influence students' decisions about postsecondary education. In addition, it will observe changes in these attitudes and assess how these affect decisions made at specific times during high school.

Information-Seeking Activities

The sources of information that students use in exploring ideas about education and future work extend well beyond the family. To be sure, in American education the schools have increasingly assumed responsibility for guiding students' career decisions. Not only do the resources differ among schools but within any single school students vary in the way in which they seek out these resources or are encouraged to use them by school faculties. For example, they may or may not seek the help of school counselors in attempting to clarify their education and occupational aspirations, in selecting relevant courses of study, and in searching for financial help for postsecondary education (questions 94-100, grade 9; questions 150-154, grade 12). In reference to these and other issues, some students may turn neither to home nor school but to other adults or to their peers.

SCOPE is concerned with the resources students use in guiding their postsecondary choices. Do students seek information from colleges (questions 113-115, grade 9 only)? Do students seek advice from persons other than their parents? Are students aware of resources available to them through college loans, bursaries, and scholarships (questions 114, 116, grade 12 only)? Do students value education to the extent of borrowing money against future income (question 162, grade 12 only)? In subsequent analyses, SCOPE will be able to answer questions about the groups of students that use these various approaches in solving major questions regarding their educational futures.

Occupational Preferences

From the very earliest years children are asked to consider the question, "What do you want to be when you grow up?" In the beginning the range of perceived possibilities is limited, and children usually want to be like their parent of the same sex. But as children grow up they become more astute in their ability to discriminate different types of work, to observe how these different occupations are valued by people who are important to them, and to assess their own strengths and weaknesses. With this knowledge children then begin to sort occupational models into those they admire and want to be like from those they disdain and don't want to be like.

Results of other studies suggest that early occupational interests are poor predictors of actual occupational choice. Because of this unreliability many studies have omitted investigating early interests. Yet the very unreliability of these early measures supports the idea that actual occupational choice represents a compromise between early fantasies and later realities. The position of the SCOPE staff is that the *process* of career development cannot really be understood without an analysis of the compromises that have been made, when and why they have occurred, and what students feel they have *lost*, as well as what they have gained, through each change in their aspirations. If in the end educators are to understand what particular occupational and educational decisions lead to satisfying lives for some people but not for others, it is imperative that the importance of these early occupational interests be recognized.

Thus, considerable portions of the questionnaires are devoted to questions about occupational preferences. There are some 205 items for both ninth and twelfth graders (Tables 6 and 7), and an additional 10 items for ninth graders (questions 81-90).

Some of the early analyses of these data—which the reader can share with the SCOPE staff through examination of the reports in this series—will compare preference patterns between grades and between sexes. Of particular interest will be an examination of the number of girls who indicate high preference for traditionally male occupations, and the shifts in these preferences over time.

Two other areas have high priority in the immediate analysis plans. The first will consider the realism of occupational preferences by comparing the data on occupations with students' own estimates of their academic ability, their scores on the intellectual predisposition scale, and their stated values. The other area of interest concerns the degree to which students' occupational preferences are an expression of identification with their parents' actual occupations. Some tentative leads in this area can be obtained by observing in the present data the occupations students

are most attracted to, and by comparing these preferences with the data on the occupations of both mother and father.

Intellectual Predisposition

A number of attitude items were presented to students at the June 1966 testing sessions. Although these items might be scored in order to provide some indicators about the way students respond to certain aspects of academic life, no decisions have yet been reached as to how best to accomplish this goal. Nevertheless, initial hypotheses about the decision-making process of students suggested the need for some measure of "intellectual predisposition." Related research at the Center for Research and Development in Higher Education and elsewhere has shown, for college students, that intellectual disposition is highly related to the type of institution selected, choice of program, and persistence in college. A tentative scale, then, which would indicate student differences in attitudes antecedent to intellectual orientation was adopted from the Omnibus Personality Inventory that had been developed at the Center. The scores on this provisional scale are presented in this report because the scale seems promising to the staff (Table 8). It is expected that students with high scores on the scale will demonstrate greater interest in and commitment to academic aspects of school life than will those with low scores. It is also likely that group scores, such as those for a single school or for a state sample, will increase as students advance in grade level during the course of the project.

Although the staff is exploring ways of measuring such characteristics as deferment of satisfaction and self-responsibility, more careful analysis of the 1966 data must take place before such scales can be established with any degree of confidence. The data on these tentative scales are not shown at this time.

SCOPE COMPOSITE PROFILE GRADE NINE 1966

CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 1 VERBAL ABILITY TEST - DISTRIBUTIONS AND PERCENTILE RANKS

			SCORE	BOYS N	BOYS PR	GIRLS N	GIRLS PR
			50	14	100.0	16	100.0
			49	50	99.9	81	99.9
			48	128	99.7	181	99.6
			47	224	99.1	278	98.7
			46	313	98.1	396	97.5
			45	385	96.7	486	95.7
			44	480	95.0	537	93.5
			43	554	92.8	630	91.0
			42	594	90.3	667	88.2
			41	619	87.6	740	85.2
			40	613	84.8	763	81.8
			39	645	82.0	740	78.3
			38	717	79.1	824	75.0
			37	708	75.9	784	71.2
			36	741	72.7	727	67.7
			35	720	69.3	752	64.4
	MEAN	28.5	34	708	66.1	780	61.0
BOYS			33	723	62.9	744	57.4
	S.D.	10.9	32	755	59.6	699	54.1
			31	726	56.2	720	50.9
			30	625	52.9	671	47.6
			29	712	50.1	663	44.6
			28	629	46.9	608	41.6
			27	599	44.0	577	38.8
			26	634	41.3	557	36.2
			25	627	38.5	544	33.7
			24	554	35.6	523	31.2
			23	544	33.1	496	28.8
			22	531	30.7	436	26.6
			21	494	28.3	464	24.6
			20	529	26.0	488	22.5
			19	539	23.6	435	20.3
			18	515	21.2	483	18.3
	MEAN	29.8	17	491	18.9	444	16.1
GIRLS			16	524	16.7	474	14.1
	S.D.	10.8	15	506	14.3	466	12.0
			14	511	12.0	443	9.8
			13	478	9.7	392	7.8
			12	386	7.5	317	6.1
			11	313	5.8	247	4.6
			10	216	4.4	180	3.5
			9	149	3.4	121	2.7
			8	101	2.7	63	2.1
			7	46	2.3	28	1.8
			6	29	2.1	15	1.7
			5	9	1.9	5	1.7
			4	7	1.9	5	1.6
			3	7	1.9	3	1.6
			2	4	1.8	2	1.6
			1	2	1.8	1	1.6
			0	400	1.8	348	1.6

SCOPE COMPOSITE PROFILE GRADE NINE 1966

CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 2 MATH ABILITY TEST - DISTRIBUTIONS AND PERCENTILE RANKS

			SCORE	BOYS N	BOYS PR	GIRLS N	GIRLS PR
			50	48	100.0	24	100.0
			49	168	99.8	71	99.9
			48	235	99.0	144	99.6
			47	320	98.0	218	98.9
			46	485	96.5	291	97.9
			45	521	94.3	390	96.6
			44	604	92.0	454	94.8
			43	587	89.2	512	92.8
			42	651	86.6	551	90.5
			41	651	83.6	605	88.0
			40	778	80.7	702	85.2
			39	747	77.2	711	82.0
			38	786	73.8	788	78.8
			37	781	70.3	786	75.2
			36	851	66.7	768	71.7
			35	764	62.9	822	68.2
	MEAN	30.7	34	762	59.4	804	64.4
BOYS			33	751	56.0	813	60.8
	S.D.	10.6	32	815	52.6	835	57.1
			31	707	48.9	790	53.3
			30	800	45.7	808	49.7
			29	717	42.1	756	46.1
			28	712	38.9	822	42.6
			27	644	35.6	717	38.9
			26	621	32.7	669	35.7
			25	611	29.9	627	32.6
			24	601	27.2	644	29.8
			23	521	24.4	591	26.9
			22	506	22.1	583	24.2
			21	463	19.8	533	21.5
			20	448	17.7	539	19.1
			19	447	15.7	466	16.7
			18	416	13.7	442	14.6
	MEAN	29.7	17	370	11.8	424	12.6
GIRLS			16	362	10.1	381	10.6
	S.D.	10.1	15	292	8.5	346	8.9
			14	240	7.2	314	7.3
			13	242	6.1	238	5.9
			12	170	5.0	201	4.8
			11	134	4.2	135	3.9
			10	119	3.6	122	3.3
			9	72	3.1	68	2.8
			8	59	2.7	61	2.4
			7	38	2.5	30	2.2
			6	16	2.3	34	2.0
			5	17	2.2	20	1.9
			4	14	2.2	8	1.8
			3	7	2.1	2	1.8
			2	8	2.1	4	1.7
			1	3	2.0	2	1.7
			0	446	2.0	378	1.7

SCOPE COMPOSITE PROFILE GRADE NINE 1966

CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 3 ABILITY TEST TOTAL - DISTRIBUTIONS AND PERCENTILE RANKS

MEAN 59.2

S.D. 20.3

BOYS					
SCORE	N	PR	SCORE	N	PR
100	2	100.0	50	317	32.9
99	6	100.0	49	279	31.5
98	14	100.0	48	312	30.2
97	27	99.9	47	289	28.8
96	58	99.8	46	293	27.5
95	56	99.5	45	336	26.2
94	91	99.3	44	272	24.6
93	110	98.9	43	283	23.4
92	143	98.4	42	317	22.1
91	175	97.7	41	241	20.7
90	209	96.9	40	243	19.6
89	228	96.0	39	287	18.5
88	226	94.9	38	249	17.2
87	263	93.9	37	247	16.1
86	287	92.7	36	247	15.0
85	300	91.4	35	243	13.9
84	308	90.1	34	227	12.8
83	327	88.7	33	217	11.7
82	317	87.2	32	231	10.7
81	341	85.8	31	207	9.7
80	352	84.2	30	217	8.8
79	378	82.6	29	195	7.8
78	377	80.9	28	161	6.9
77	392	79.2	27	145	6.2
76	374	77.5	26	148	5.5
75	415	75.8	25	136	4.9
74	359	73.9	24	132	4.2
73	415	72.3	23	90	3.6
72	390	70.4	22	63	3.2
71	427	68.6	21	59	3.0
70	411	66.7	20	54	2.7
69	384	64.8	19	38	2.4
68	382	63.1	18	20	2.3
67	393	61.4	17	26	2.2
66	407	59.6	16	15	2.1
65	369	57.8	15	8	2.0
64	446	56.1	14	8	2.0
63	415	54.1	13	12	1.9
62	362	52.2	12	6	1.9
61	372	50.6	11	8	1.8
60	400	48.9	10	3	1.8
59	385	47.1	9	3	1.8
58	375	45.3	8	3	1.8
57	380	43.7	7	3	1.8
56	344	41.9	6	0	1.7
55	344	40.4	5	3	1.7
54	332	38.8	4	2	1.7
53	331	37.3	3	1	1.7
52	343	35.8	2	1	1.7
51	309	34.3	1	1	1.7
			0	379	1.7

S C O P E C O M P O S I T E P R O F I L E GRADE NINE 1966

CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 4 ABILITY TEST TOTAL - DISTRIBUTIONS AND PERCENTILE RANKS

		G I R L S					
SCORE		N	PR	SCORE		N	PR
100		1	100.0	50		282	31.8
99		6	100.0	49		301	30.5
98		4	100.0	48		311	29.2
97		18	100.0	47		307	27.8
96		50	99.9	46		287	26.4
95		58	99.6	45		264	25.1
94		76	99.4	44		258	23.9
93		99	99.0	43		268	22.7
92		133	98.6	42		278	21.5
91		162	98.0	41		244	20.2
90		189	97.2	40		261	19.1
89		197	96.4	39		260	17.9
88		244	95.5	38		241	16.7
87		240	94.4	37		248	15.7
86		246	93.3	36		278	14.5
85		284	92.2	35		234	13.3
84		304	90.9	34		246	12.2
83		346	89.5	33		224	11.1
82		336	87.9	32		222	10.1
81		360	86.4	31		221	9.1
80		344	84.8	30		196	8.1
79		406	83.2	29		177	7.2
78		419	81.4	28		182	6.4
77		389	79.5	27		166	5.5
MEAN	59.5	421	77.7	26		155	4.8
		418	75.8	25		123	4.1
S.D.	19.8	426	73.9	24		78	3.5
		452	72.0	23		72	3.2
		419	69.9	22		60	2.8
		426	68.0	21		74	2.6
		415	66.1	20		36	2.2
		390	64.2	19		29	2.1
		411	62.4	18		24	1.9
		411	60.6	17		24	1.8
		417	58.7	16		11	1.7
		385	56.8	15		11	1.7
		409	55.1	14		4	1.6
		423	53.2	13		2	1.6
		344	51.3	12		5	1.6
		368	49.7	11		7	1.6
		376	48.1	10		2	1.5
		371	46.4	9		1	1.5
		376	44.7	8		1	1.5
		359	43.0	7		1	1.5
		381	41.4	6		1	1.5
		372	39.6	5		0	1.5
		364	37.9	4		0	1.5
		343	36.3	3		0	1.5
		326	34.7	2		0	1.5
		318	33.3	1		1	1.5
				0		334	1.5

S C O P E C O M P O S I T E P R O F I L E GRADE NINE 1966

CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
1 EMPLOYMENT STATUS OF FATHER				
A DO NOT KNOW	674	3.0	642	2.9
B FULL-TIME	17801	80.4	17987	81.6
C PART-TIME	862	3.9	887	4.0
D LOOKING FOR WORK	224	1.0	122	0.6
E KEEPING HOUSE	137	0.6	69	0.3
F NOT WORKING/DISABLED/OTHER	613	2.8	533	2.4
G RETIRED	241	1.1	206	0.9
H NOT WORKING--A STUDENT	87	0.4	64	0.3
I NO FATHER OR MALE GUARDIAN	1047	4.7	1212	5.5
J NO RESPONSE	442	2.0	322	1.5
2 FATHER'S TYPE OF EMPLOYMENT				
A DO NOT KNOW	1015	4.8	1433	6.6
B WORKMAN	2525	11.9	2264	10.5
C SERVICE WORKER	1638	7.7	1586	7.4
D MACHINE OPERATOR	2766	13.0	3005	13.9
E SKILLED CRAFTSMAN/FOREMAN	3681	17.3	3883	18.0
F SALESMAN OR AGENT	1752	8.2	1761	8.2
G OFFICE WORKER	1014	4.8	861	4.0
H FARM OWNER/MANAGER	791	3.7	891	4.1
I OWNER OF A BUSINESS	1290	6.1	1277	5.9
J TECHNICIAN	496	2.3	390	1.8
K ARTIST, ENTERTAINER, ATHLETE	75	0.4	91	0.4
L ELECTED OR APPOINTED OFFICIAL	57	0.3	64	0.3
M MANAGER OR EXECUTIVE	1475	6.9	1465	6.8
N PROFESSION--MIDDLE	1232	5.8	1208	5.6
O PROFESSION--HIGH	674	3.2	688	3.2
P HOUSEWIFE	63	0.3	51	0.2
Q NO RESPONSE	736	3.5	643	3.0
3 EMPLOYMENT STATUS OF MOTHER				
A DO NOT KNOW	421	1.9	273	1.2
B HOUSEWIFE ONLY	10239	46.3	10475	47.5
C FULL-TIME	6405	28.9	6682	30.3
D PART-TIME	3629	16.4	3565	16.2
E LOOKING FOR WORK	430	1.9	364	1.7
F NOT WORKING--A STUDENT	166	0.8	135	0.6
G NO MOTHER OR FEMALE GUARDIAN	292	1.3	206	0.9
H NO RESPONSE	546	2.5	344	1.6

S C O P E C O M P O S I T E P R O F I L E GRADE NINE 1966

CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS N	BOYS PC	GIRLS N	GIRLS PC
4	MOTHER'S TYPE OF EMPLOYMENT				
A	DO NOT KNOW	1471	7.0	1479	6.9
B	WORKMAN	1600	7.6	1351	6.3
C	SERVICE WORKER	2780	13.2	3079	14.4
D	MACHINE OPERATOR	1154	5.5	1271	5.9
E	SKILLED CRAFTSMAN/FOREMAN	592	2.8	483	2.3
F	SALESMAN OR AGENT	1159	5.5	1337	6.2
G	OFFICE WORKER	3842	18.2	4130	19.3
H	FARM OWNER/MANAGER	162	0.8	129	0.6
I	OWNER OF A BUSINESS	303	1.4	313	1.5
J	TECHNICIAN	493	2.3	640	3.0
K	ARTIST, ENTERTAINER, ATHLETE	128	0.6	145	0.7
L	ELECTED OR APPOINTED OFFICIAL	32	0.2	21	0.1
M	MANAGER OR EXECUTIVE	138	0.7	123	0.6
N	PROFESSION--MIDDLE	1125	5.3	1202	5.6
O	PROFESSION--HIGH	198	0.9	154	0.7
P	HOUSEWIFE	4965	23.5	4850	22.6
Q	NO RESPONSE	973	4.6	711	3.3
5	STUDENT'S OCCUPATIONAL CHOICE				
A	DO NOT KNOW	712	3.3	733	3.4
B	WORKMAN	593	2.8	128	0.6
C	SERVICE WORKER	800	3.7	2814	13.0
D	MACHINE OPERATOR	1161	5.4	96	0.4
E	SKILLED CRAFTSMAN/FOREMAN	2556	11.9	110	0.5
F	SALESMAN OR AGENT	377	1.8	162	0.7
G	OFFICE WORKER	431	2.0	4793	22.1
H	FARM OWNER/MANAGER	734	3.4	225	1.0
I	OWNER OF A BUSINESS	969	4.5	274	1.3
J	TECHNICIAN	1235	5.7	1558	7.2
K	ARTIST, ENTERTAINER, ATHLETE	2727	12.7	2452	11.3
L	ELECTED OR APPOINTED OFFICIAL	219	1.0	104	0.5
M	MANAGER OR EXECUTIVE	918	4.3	150	0.7
N	PROFESSION--MIDDLE	3533	16.4	4967	22.9
O	PROFESSION--HIGH	3843	17.9	2076	9.6
P	HOUSEWIFE	62	0.3	650	3.0
Q	NO RESPONSE	655	3.0	405	1.9

S C O P E C O M P O S I T E P R O F I L E GRADE NINE 1966

CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
6 EMPLOYEES SUPERVISED BY FATHER				
A NONE	11912	53.8	11869	53.8
B ABOUT FIVE OR FEWER	3550	16.0	3290	14.9
C BETWEEN SIX-FIFTEEN	1644	7.4	1388	6.3
D SIXTEEN OR MORE	2017	9.1	1705	7.7
E DO NOT KNOW	2445	11.0	3410	15.5
F NO RESPONSE	560	2.5	382	1.7
7 EMPLOYEES SUPERVISED BY MOTHER				
A NONE	18357	83.0	19034	86.3
B ABOUT FIVE OR FEWER	1383	6.3	1218	5.5
C BETWEEN SIX-FIFTEEN	476	2.2	286	1.3
D SIXTEEN OR MORE	400	1.8	217	1.0
E DO NOT KNOW	941	4.3	932	4.2
F NO RESPONSE	569	2.6	356	1.6
8 REPORTED EMPLOYER OF FATHER				
A DO NOT KNOW	1769	8.0	2359	10.7
B LARGE COMPANY OR INDUSTRY	8312	37.6	8474	38.4
C SMALL COMPANY OR INDUSTRY	3594	16.2	3192	14.5
D A STORE	939	4.2	865	3.9
E AN INDIVIDUAL EMPLOYER	925	4.2	782	3.5
F SELF OR WITH PARTNER	1671	7.6	1753	8.0
G LOCAL, STATE, NATIONAL GOVT	1602	7.2	1476	6.7
H SCHOOL, HOSPITAL, CHURCH	1095	4.9	1030	4.7
I MILITARY SERVICE	428	1.9	435	2.0
J FARM OR RANCH	1116	5.0	1190	5.4
K NO RESPONSE	677	3.1	488	2.2
9 REPORTED EMPLOYER OF MOTHER				
A DO NOT KNOW	1733	7.8	1874	8.5
B HOUSEWIFE WHO NEVER WORKED	6499	29.4	6079	27.6
C LARGE COMPANY OR INDUSTRY	3520	15.9	3638	16.5
D SMALL COMPANY OR INDUSTRY	2658	12.0	2609	11.8
E A STORE	1610	7.3	1750	7.9
F AN INDIVIDUAL EMPLOYER	898	4.1	962	4.4
G SELF OR WITH PARTNER	820	3.7	836	3.8
H LOCAL, STATE, NATIONAL GOVT	729	3.3	645	2.9
I SCHOOL, HOSPITAL, CHURCH	2588	11.7	2764	12.5
J FARM OR RANCH	427	1.9	427	1.9
K NO RESPONSE	646	2.9	460	2.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
10 FAMILY INCOME COMP'D TO USA AVERAGE				
A MUCH HIGHER	2667	12.1	1597	7.2
B HIGHER	5393	24.4	3915	17.8
C ABOUT THE SAME	5313	24.0	4914	22.3
D LOWER	1926	8.7	1881	8.5
E MUCH LOWER	693	3.1	655	3.0
F DO NOT KNOW	5528	25.0	8713	39.5
G NO RESPONSE	606	2.7	369	1.7
11 MOTHER LIVES IN HOME				
A YES	19831	89.6	20465	92.8
B NO	1417	6.4	1171	5.3
C PART OF THE TIME	352	1.6	110	0.5
D NO RESPONSE	528	2.4	297	1.3
12 FATHER LIVES IN HOME				
A YES	17656	79.8	17708	80.3
B NO	3435	15.5	3721	16.9
C PART OF THE TIME	450	2.0	272	1.2
D NO RESPONSE	586	2.6	343	1.6
13 STEPFATHER LIVES IN HOME				
A YES	1338	6.0	1195	5.4
B NO	19457	87.9	19973	90.6
C PART OF THE TIME	542	2.4	386	1.8
D NO RESPONSE	790	3.6	488	2.2
14 STEPMOTHER LIVES IN HOME				
A YES	744	3.4	431	2.0
B NO	20061	90.7	20775	94.2
C PART OF THE TIME	540	2.4	344	1.6
D NO RESPONSE	782	3.5	494	2.2
15 OTHER RELATIVES LIVE IN HOME				
A YES	2743	12.4	2632	11.9
B NO	16443	74.3	17318	78.6
C PART OF THE TIME	2296	10.4	1693	7.7
D NO RESPONSE	646	2.9	401	1.8
16 BROTHER(S)/SISTER(S) LIVE IN HOME				
A YES	17709	80.0	18488	83.9
B NO	2845	12.9	2463	11.2
C PART OF THE TIME	962	4.3	731	3.3
D NO RESPONSE	611	2.8	362	1.6

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
17 FOSTER PARENTS LIVE IN HOME				
A YES	604	2.7	362	1.6
B NO	20001	90.4	20675	93.8
C PART OF THE TIME	668	3.0	474	2.2
D NO RESPONSE	854	3.9	533	2.4
18 NUMBER OF LIVING CHILDREN IN FAMILY				
A ONE, SELF	1402	6.3	1201	5.4
B TWO, INCLUDING SELF	4459	20.2	4253	19.3
C THREE OR FOUR, INCLUDING SELF	8707	39.3	8885	40.3
D FIVE OR SIX, INCLUDING SELF	4194	19.0	4297	19.5
E SEVEN OR MORE, INCLUDING SELF	2756	12.5	3063	13.9
F NO RESPONSE	610	2.8	345	1.6
19 AGE OF STUDENT COMPARED TO SIBLINGS				
A AN ONLY CHILD	1261	5.7	1106	5.0
B THE OLDEST	6521	29.5	6339	28.8
C CLOSE TO THE OLDEST	3806	17.2	3474	15.8
D ABOUT IN THE MIDDLE	3859	17.4	4181	19.0
E CLOSE TO THE YOUNGEST	1550	7.0	1701	7.7
F THE YOUNGEST	4600	20.8	4939	22.4
G NO RESPONSE	531	2.4	304	1.4
20 OLDER SIBS ATTENDING(ED) COLLEGE				
A NO OLDER SIBLINGS	6946	31.4	7001	31.8
B NO OLDER SIBS OUT OF HS	4583	20.7	4712	21.4
C NONE IN COLLEGE	4567	20.6	4987	22.6
D ONE	3698	16.7	3446	15.6
E TWO	1229	5.6	1147	5.2
F THREE OR MORE	535	2.4	421	1.9
G NO RESPONSE	570	2.6	330	1.5
21 FACILITIES FOR PRIVACY AT HOME				
A HAS OWN ROOM	11047	49.9	11298	51.3
B HAS ROOM WITH BROTHER(S)	8580	38.8	322	1.5
C HAS ROOM WITH SISTER(S)	376	1.7	8534	38.7
D HAS ROOM WITH SIBS/BOTH SEXES	385	1.7	308	1.4
E HAS ROOM WITH ADULT(S)	350	1.6	459	2.1
F HAS ROOM WITH SIBS AND ADULTS	82	0.4	86	0.4
G NO RESPONSE	1308	5.9	1037	4.7

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS N	BOYS PC	GIRLS N	GIRLS PC
22	FAMILY RELIGION FELT MOST INFLUENTIAL				
A	ROMAN CATHOLIC	5931	27.9	6017	28.0
B	ORTHODOX CATHOLIC	189	0.9	109	0.5
C	JEWISH	403	1.9	328	1.5
D	BUDDHIST	156	0.7	45	0.2
E	ISLAM (MUSLIM)	50	0.2	22	0.1
F	LATTER DAY SAINTS (MORMON)	188	0.9	160	0.7
G	AFRICAN METHODIST EPISCOPAL	102	0.5	116	0.5
H	BAPTIST--AMERICAN	2341	11.0	2624	12.2
I	BAPTIST--SOUTHERN	1911	9.0	2113	9.8
J	CHRISTIAN SCIENTIST	208	1.0	114	0.5
K	CONGREGATIONALISTS	602	2.8	648	3.0
L	DISCIPLES OF CHRIST/CHRISTIAN	441	2.1	501	2.3
M	EPISCOPALIAN	410	1.9	490	2.3
N	FRIENDS (QUAKER)	59	0.3	54	0.3
O	LUTHERAN--AMERICAN	667	3.1	679	3.2
P	LUTHERAN--MISSOURI SYNOD	287	1.4	306	1.4
Q	METHODIST	1976	9.3	2103	9.8
R	PRESBYTERIAN	1355	6.4	1453	6.8
S	SEVENTH DAY ADVENTIST	73	0.3	61	0.3
T	UNITARIAN	80	0.4	119	0.6
U	NO PARTICULAR RELIGION	1004	4.7	808	3.8
V	DO NOT WISH TO ANSWER	1011	4.8	955	4.5
W	RELIGION NOT IN LIST	1151	5.4	1254	5.8
X	NO RESPONSE	629	3.0	376	1.8
23	FATHER'S EDUCATIONAL LEVEL				
A	NO SCHOOL/SOME GRADE SCHOOL	1205	5.4	1171	5.3
B	FINISHED GRADE SCHOOL	1973	8.9	1862	8.4
C	SOME HIGH SCHOOL	3214	14.5	3302	15.0
D	FINISHED HIGH SCHOOL	5329	24.1	4912	22.3
E	SOME COLLEGE, TECH/SPECIAL ED	2728	12.3	2845	12.9
F	GRADUATED FROM COLLEGE	2406	10.9	2248	10.2
G	MASTER'S DEGREE--MA, MS, MBA	784	3.5	646	2.9
H	DOCTOR'S DEG--PHD,MD,DDS,LLD	559	2.5	550	2.5
I	DO NOT KNOW	3305	14.9	4130	18.7
J	NO RESPONSE	625	2.8	378	1.7

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
24 MOTHER'S EDUCATICNAL LEVEL				
A NO SCHOOL/SOME GRADE SCHOOL	705	3.2	747	3.4
B FINISHED GRADE SCHOOL	1587	7.2	1590	7.2
C SOME HIGH SCHOOL	3365	15.2	4142	18.8
D FINISHED HIGH SCHOOL	7852	35.5	7237	32.8
E SOME COLLEGE, TECH/SPECIAL ED	2601	11.8	3019	13.7
F GRADUATED FROM COLLEGE	2153	9.7	1871	8.5
G MASTER'S DEGREE--MA,MS,MBA	391	1.8	399	1.8
H DOCTOR'S DEG--PHD,MD,DDS,LLD	99	0.4	81	0.4
I DO NOT KNOW	2699	12.2	2568	11.6
J NO RESPONSE	676	3.1	390	1.8
25 DICTIONARY IN THE HOME				
A YES, AND IT IS USED	14908	67.4	17576	79.7
B YES, BUT IT IS SELDOM USED	5502	24.9	3591	16.3
C YES, BUT IT IS NEVER USED	567	2.6	147	0.7
D IT IS NOT IN THE HOME	555	2.5	379	1.7
E NO RESPONSE	596	2.7	351	1.6
26 DAILY NEWSPAPER IN THE HOME				
A YES, AND IT IS USED	16429	74.2	16471	74.7
B YES, BUT IT IS SELDOM USED	2886	13.0	3220	14.6
C YES, BUT IT IS NEVER USED	502	2.3	263	1.2
D IT IS NOT IN THE HOME	1694	7.7	1733	7.9
E NO RESPONSE	617	2.8	357	1.6
27 ENCYCLOPEDIA IN THE HOME				
A YES, AND IT IS USED	13165	59.5	14488	65.7
B YES, BUT IT IS SELDOM USED	4533	20.5	3577	16.2
C YES, BUT IT IS NEVER USED	612	2.8	259	1.2
D IT IS NOT IN THE HOME	3201	14.5	3360	15.2
E NO RESPONSE	617	2.8	360	1.6
28 MUSICAL INSTRUMENT IN THE HOME				
A YES, AND IT IS USED	7262	32.8	7739	35.1
B YES, BUT IT IS SELDOM USED	3636	16.4	3630	16.5
C YES, BUT IT IS NEVER USED	3139	14.2	2529	11.5
D IT IS NOT IN THE HOME	7451	33.7	7775	35.3
E NO RESPONSE	639	2.9	371	1.7

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
29	SCHOOL WORK--PARENTAL EXPECTATIONS				
A	LEARNING MOST IMPORTANT	3072	13.9	3432	15.6
B	GOOD GRADES MOST IMPORTANT	3838	17.3	2259	10.2
C	BOTH ARE IMPORTANT	13179	59.6	14778	67.0
D	PARENTS ARE INDIFFERENT	317	1.4	271	1.2
E	DO NOT KNOW	1086	4.9	926	4.2
F	NO RESPONSE	636	2.9	378	1.7
30	SCHOOL MATTERS DISCUSSED WITH MOTHER				
A	YES, AND IT HELPS	12510	56.5	15754	71.5
B	YES, BUT WOULD PREFER NOT	4571	20.7	2354	10.7
C	NO, BUT WOULD LIKE IT	1176	5.3	1414	6.4
D	NO, AND PREFER IT THAT WAY	2737	12.4	1760	8.0
E	NO MOTHER	433	2.0	353	1.6
F	NO RESPONSE	701	3.2	409	1.9
31	SCHOOL MATTERS DISCUSSED WITH FATHER				
A	YES, AND IT HELPS	10807	48.8	11996	54.4
B	YES, BUT WOULD PREFER NOT	3844	17.4	2163	9.8
C	NO, BUT WOULD LIKE IT	1722	7.8	2247	10.2
D	NO, AND PREFER IT THAT WAY	3556	16.1	3450	15.7
E	NO FATHER	1470	6.6	1756	8.0
F	NO RESPONSE	729	3.3	432	2.0
32	EDUCATION PARENTS WANT FOR STUDENTS				
A	DON'T CARE ABOUT HS GRADUATION	310	1.4	140	0.6
B	DO WISH HIGH SCHOOL GRADUATION	4430	20.0	4999	22.7
C	BUS/VOC SCHOOL OR JR COLL	2240	10.1	4333	19.7
D	AT LEAST SOME COLLEGE	657	3.0	635	2.9
E	COLLEGE OR UNIV GRADUATION	9384	42.4	7768	35.2
F	POST-GRADUATE DEGREE	3303	14.9	2674	12.1
G	DO NOT KNOW	1107	5.0	1088	4.9
H	NO RESPONSE	697	3.1	407	1.8
33	EDUCATIONAL ASPIRATIONS OF STUDENTS				
A	LEAVE SCHOOL AS SOON AS POSSIBLE	499	2.3	328	1.5
B	GRADUATE FROM HIGH SCHOOL	4004	18.1	4058	18.4
C	BUSINESS OR VOCATIONAL SCHOOL	1732	7.8	2933	13.3
D	JR COLL, THEN WORK OR MARRY	1537	6.9	2531	11.5
E	COLLEGE BUT NOT GRADUATION	591	2.7	446	2.0
F	COLLEGE OR UNIV GRADUATION	8045	36.4	6829	31.0
G	POST-GRADUATE DEGREE	4023	18.2	3552	16.1
H	DO NOT KNOW	993	4.5	940	4.3
I	NO RESPONSE	704	3.2	427	1.9

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
34 PARENTAL CONTROL OF CURFEW				
A STUDENT TOLD WHAT TO DO	7875	35.6	8314	37.7
B JOINT DECISION MADE	8409	38.0	9533	43.2
C STUDENT DECIDES FOR HIMSELF	2888	13.1	1045	4.7
D MATTER HAS NOT ARISEN	2216	10.0	2718	12.3
E NO RESPONSE	740	3.3	434	2.0
35 PARENTAL CONTROL OF DATING				
A STUDENT TOLD WHAT TO DO	1674	7.6	3999	18.1
B JOINT DECISION MADE	4585	20.7	9067	41.1
C STUDENT DECIDES FOR HIMSELF	7433	33.6	2087	9.5
D MATTER HAS NOT ARISEN	7650	34.6	6446	29.2
E NO RESPONSE	786	3.6	445	2.0
36 PARENTAL CONTROL OF TV VIEWING				
A STUDENT TOLD WHAT TO DO	4457	20.1	3356	15.2
B JOINT DECISION MADE	4503	20.3	3747	17.0
C STUDENT DECIDES FOR HIMSELF	10859	49.1	13041	59.2
D MATTER HAS NOT ARISEN	1521	6.9	1420	6.4
E NO RESPONSE	788	3.6	480	2.2
37 PARENTAL CONTROL OF HOMEWORK				
A STUDENT TOLD WHAT TO DO	5512	24.9	3908	17.7
B JOINT DECISION MADE	2890	13.1	2155	9.8
C STUDENT DECIDES FOR HIMSELF	12007	54.3	14880	67.5
D MATTER HAS NOT ARISEN	949	4.3	651	3.0
E NO RESPONSE	770	3.5	450	2.0
38 PARENTAL CONTROL OF FRIENDSHIPS				
A STUDENT TOLD WHAT TO DO	3652	16.5	2845	12.9
B JOINT DECISION MADE	5117	23.1	5907	26.8
C STUDENT DECIDES FOR HIMSELF	11034	49.9	11254	51.1
D MATTER HAS NOT ARISEN	1544	7.0	1595	7.2
E NO RESPONSE	781	3.5	443	2.0
39 PARENTAL CONTROL OF HOME CHORES				
A STUDENT TOLD WHAT TO DO	11217	50.7	11167	50.7
B JOINT DECISIONS MADE	6244	28.2	6990	31.7
C STUDENT DECIDES FOR HIMSELF	3374	15.2	3209	14.6
D MATTER HAS NOT ARISEN	461	2.1	218	1.0
E NO RESPONSE	832	3.8	460	2.1

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
40	PARENTAL CONTROL OF COURSE CHOICE				
A	STUDENT TOLD WHAT TO DO	1333	6.0	881	4.0
B	JOINT DECISIONS MADE	10038	45.4	11284	51.2
C	STUDENT DECIDES FOR HIMSELF	9220	41.7	8962	40.7
D	MATTER HAS NOT ARISEN	727	3.3	439	2.0
E	NO RESPONSE	810	3.7	478	2.2
41	HIGH SCHOOL PROGRAM				
A	GENERAL	5091	23.0	5266	23.9
B	COLLEGE PREPARATORY	11163	50.4	10701	48.5
C	COMMERCIAL OR BUSINESS	1175	5.3	3997	18.1
D	VOCATIONAL	1936	8.7	585	2.7
E	AGRICULTURE	848	3.8	45	0.2
F	NONE OF THE ABOVE	1068	4.8	945	4.3
G	NO RESPONSE	847	3.8	505	2.3
42	FEEL TEACHERS TREAT FAIRLY				
A	YES	17841	80.6	19057	86.4
B	NO	1800	8.1	1020	4.6
C	NOT SURE	1684	7.6	1499	6.8
D	NO RESPONSE	803	3.6	468	2.1
43	FEEL TEACHERS GO TOO FAST				
A	YES	6168	27.9	5010	22.7
B	NO	10375	46.9	10914	49.5
C	NOT SURE	4774	21.6	5645	25.6
D	NO RESPONSE	811	3.7	475	2.2
44	FEEL TENSE OR SHY IN SCHOOL				
A	YES	5446	24.6	8054	36.5
B	NO	14302	64.6	12053	54.7
C	NOT SURE	1534	6.9	1446	6.6
D	NO RESPONSE	846	3.8	491	2.2
45	FEEL STUDIES ARE IMPORTANT				
A	YES	17288	78.1	18315	83.1
B	NO	2512	11.4	1749	7.9
C	NOT SURE	1491	6.7	1496	6.8
D	NO RESPONSE	837	3.8	484	2.2

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
46 FEEL TEACHERS ARE UNDERSTANDING				
A YES	12812	57.9	12660	57.4
B NO	4764	21.5	4248	19.3
C NOT SURE	3710	16.8	4635	21.0
D NO RESPONSE	842	3.8	501	2.3
47 FEEL TEACHERS ENJOY TEACHING				
A YES	13478	60.9	13990	63.5
B NO	3482	15.7	3003	13.6
C NOT SURE	4309	19.5	4561	20.7
D NO RESPONSE	859	3.9	490	2.2
48 FEEL OTHERS OVERSTRESS GRADES				
A YES	6168	27.9	4695	21.3
B NO	7714	34.9	8002	36.3
C NOT SURE	7354	33.2	8820	40.0
D NO RESPONSE	892	4.0	527	2.4
49 PEER ASSOCIATICNS				
A SEVERAL DIFFERENT GROUPS	4270	19.3	5707	25.9
B MAINLY ONE CROWD	3049	13.8	4051	18.4
C TWO OR THREE FRIENDS	8734	39.5	8120	36.8
D ONE FRIEND MOST OF TIME	3046	13.8	2516	11.4
E MOSTLY ALONE	2108	9.5	1118	5.1
F NO RESPONSE	921	4.2	532	2.4
50 SELF-ESTIMATE OF COLLEGE ABILITY				
A DEFINITELY HAVE THE ABILITY	4918	22.2	3421	15.5
B PROBABLY HAVE THE ABILITY	8773	39.6	9706	44.0
C PROBABLY DO NOT HAVE IT	1851	8.4	1879	8.5
D DEFINITELY DO NOT HAVE IT	730	3.3	722	3.3
E DO NOT KNOW	4971	22.5	5816	26.4
F NO RESPONSE	884	4.0	500	2.3
51 RELATIVE AGE OF FRIENDS				
A MOST ARE SAME AGE	15389	69.5	17642	80.0
B MOST ARE YOUNGER	1770	8.0	848	3.8
C MOST ARE OLDER	3475	15.7	2715	12.3
D DO NOT KNOW	567	2.6	305	1.4
E NO RESPONSE	926	4.2	533	2.4

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
52 SELF-ESTIMATE OF GENERAL HEALTH				
A VERY HEALTHY	8344	37.7	7461	33.8
B IN GOOD HEALTH	9230	41.7	9421	42.7
C OK, BUT NOTHING EXTRA	2619	11.8	3288	14.9
D TIRED AND DRAGGY	671	3.0	805	3.7
E SICK QUITE A BIT	323	1.5	519	2.4
F NO RESPONSE	940	4.2	550	2.5
53 EFFECT OF POOR HEALTH				
A NO EFFECT, NEVER SICK	4256	19.2	3473	15.8
B NO EFFECT ON SCHOOL WORK	11376	51.4	11884	53.9
C A LITTLE EFFECT	4769	21.6	5382	24.4
D HAS QUITE AN EFFECT	755	3.4	725	3.3
E NO RESPONSE	972	4.4	580	2.6
54 ESTIMATE OF OWN BEST ABILITY				
A READING	2438	11.0	4235	19.2
B NUMBERS AND MATH	3366	15.2	2368	10.7
C WRITING	1153	5.2	1961	8.9
D MECHANICAL	3354	15.2	97	0.4
E PAINTING AND DRAWING	1154	5.2	1706	7.7
F PLAYING AND SINGING MUSIC	1589	7.2	1935	8.8
G TALKING, SPEAKING IN PUBLIC	860	3.9	1709	7.8
H SPORTS	7008	31.7	3163	14.3
I SEWING OR COOKING	132	0.6	4221	19.1
J NO RESPONSE	1074	4.9	649	2.9
55 IMPORTANCE OF BEING A LEADER				
A AMONG MOST IMPORTANT	2199	9.9	1320	6.0
B VERY IMPORTANT	6228	28.1	4914	22.3
C FAIRLY IMPORTANT	8125	36.7	9403	42.7
D NOT IMPORTANT	4559	20.6	5821	26.4
E NO RESPONSE	1017	4.6	586	2.7
56 IMPORTANCE OF GETTING GOOD GRADES				
A AMONG MOST IMPORTANT	5856	26.5	5255	23.8
B VERY IMPORTANT	11783	53.2	13031	59.1
C FAIRLY IMPORTANT	2942	13.3	2916	13.2
D NOT IMPORTANT	530	2.4	238	1.1
E NO RESPONSE	1017	4.6	604	2.7

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
57 IMPORTANCE OF BEING TOP ATHLETE				
A AMONG MOST IMPORTANT	4164	18.8	1094	5.0
B VERY IMPORTANT	5944	26.9	2911	13.2
C FAIRLY IMPORTANT	6886	31.1	7350	33.3
D NOT IMPORTANT	4090	18.5	10065	45.7
E NO RESPONSE	1043	4.7	624	2.8
58 IMPORTANCE OF PLEASING PARENTS				
A AMONG MOST IMPORTANT	8252	37.3	9970	45.2
B VERY IMPORTANT	8882	40.1	8461	38.4
C FAIRLY IMPORTANT	3285	14.8	2616	11.9
D NOT IMPORTANT	700	3.2	400	1.8
E NO RESPONSE	1009	4.6	597	2.7
59 IMPORTANCE OF SCHOOL LEARNING				
A AMONG MOST IMPORTANT	8620	39.0	8131	36.9
B VERY IMPORTANT	9606	43.4	10687	48.5
C FAIRLY IMPORTANT	2387	10.8	2402	10.9
D NOT IMPORTANT	502	2.3	245	1.1
E NO RESPONSE	1012	4.6	578	2.6
60 IMPORTANCE OF RELIGIOUS LIFE				
A AMONG MOST IMPORTANT	6708	30.3	8490	38.5
B VERY IMPORTANT	7619	34.4	7908	35.9
C FAIRLY IMPORTANT	4913	22.2	3904	17.7
D NOT IMPORTANT	1790	8.1	1091	4.9
E NO RESPONSE	1097	5.0	650	2.9
61 IMPORTANCE OF BEING LIKED BY PEERS				
A AMONG MOST IMPORTANT	3682	16.6	5718	25.9
B VERY IMPORTANT	10272	46.4	10736	48.7
C FAIRLY IMPORTANT	5366	24.2	3775	17.1
D NOT IMPORTANT	1730	7.8	1174	5.3
E NO RESPONSE	1078	4.9	638	2.9
62 IMPORTANCE OF BEING IN ACTIVITIES				
A AMONG MOST IMPORTANT	2063	9.3	1913	8.7
B VERY IMPORTANT	8055	36.4	8081	36.7
C FAIRLY IMPORTANT	8241	37.2	9071	41.1
D NOT IMPORTANT	2636	11.9	2244	10.2
E NO RESPONSE	1132	5.1	735	3.3

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CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
63	POST-HIGH SCHOOL PLANS				
	A GET A FULL-TIME JOB	2064	9.3	1569	7.1
	B ENLIST IN MILITARY	2650	12.0	435	2.0
	C UNDECIDED - WORK VS SCHOOL	713	3.2	563	2.6
	D BUSINESS OR TRADE SCHOOL	1311	5.9	2611	11.8
	E GO TO A FOUR-YEAR COLLEGE	8471	38.3	7776	35.3
	F GO TO A JUNIOR COLLEGE	1679	7.6	2069	9.4
	G GET MARRIED AND STAY HOME	128	0.6	618	2.8
	H JOB AND SCHOOL AT SAME TIME	576	2.6	746	3.4
	I OTHER	532	2.4	877	4.0
	J NO DEFINITE PLANS RIGHT NOW	2906	13.1	4154	18.8
	K NO RESPONSE	1098	5.0	626	2.8
64	EXPECTED INCOME COMP'D WITH PARENTS'				
	A MORE	8238	37.2	5326	24.2
	B ABOUT THE SAME	4941	22.3	5101	23.1
	C LESS	1503	6.8	1137	5.2
	D NO IDEA	6318	28.6	9833	44.6
	E NO RESPONSE	1127	5.1	647	2.9
65	ESTIMATED EDUC OF ELECTRICAL ENGR				
	A NO HIGH SCHOOL DIPLOMA	525	2.4	274	1.2
	B AT LEAST HIGH SCHOOL DIPLOMA	2721	12.3	2181	9.9
	C SPECIAL TRAINING BEYOND HS	10238	46.3	11616	52.7
	D FOUR YEARS OF COLLEGE	5224	23.6	4743	21.5
	E MORE THAN FOUR YEARS COLLEGE	2239	10.1	2508	11.4
	F NO RESPONSE	1181	5.3	722	3.3
66	ESTIMATED EDUC OF PLUMBER/PRAC NURSE				
	A NO HIGH SCHOOL DIPLOMA	1444	6.5	572	2.6
	B AT LEAST HIGH SCHOOL DIPLOMA	6100	27.6	3440	15.6
	C SPECIAL TRAINING BEYOND HS	10313	46.6	12431	56.4
	D FOUR YEARS OF COLLEGE	2235	10.1	3391	15.4
	E MORE THAN FOUR YEARS COLLEGE	881	4.0	1522	6.9
	F NO RESPONSE	1151	5.2	688	3.1
67	ESTIMATED EDUC OF PILOT/LEGAL SECY				
	A NO HIGH SCHOOL DIPLOMA	465	2.1	169	0.8
	B AT LEAST HIGH SCHOOL DIPLOMA	2567	11.6	2210	10.0
	C SPECIAL TRAINING BEYOND HS	10396	47.0	12560	57.0
	D FOUR YEARS OF COLLEGE	5283	23.9	4704	21.3
	E MORE THAN FOUR YEARS COLLEGE	2182	9.9	1673	7.6
	F NO RESPONSE	1234	5.6	727	3.3

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CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
68	ESTIMATED EDUC OF ELEMENTARY TEACHER				
	A NO HIGH SCHOOL DIPLOMA	420	1.9	134	0.6
	B AT LEAST HIGH SCHOOL DIPLOMA	1083	4.9	500	2.3
	C SPECIAL TRAINING BEYOND HS	2262	10.2	1470	6.7
	D FOUR YEARS OF COLLEGE	12112	54.7	14117	64.0
	E MORE THAN FOUR YEARS COLLEGE	4999	22.6	5087	23.1
	F NO RESPONSE	1248	5.6	735	3.3
69	ESTIMATED EDUC OF MEDICAL DOCTOR				
	A NO HIGH SCHOOL DIPLOMA	540	2.4	252	1.1
	B AT LEAST HIGH SCHOOL DIPLOMA	714	3.2	333	1.5
	C SPECIAL TRAINING BEYOND HS	1595	7.2	1653	7.5
	D FOUR YEARS OF COLLEGE	1240	5.6	1101	5.0
	E MORE THAN FOUR YEARS COLLEGE	16777	75.8	17960	81.5
	F NO RESPONSE	1259	5.7	744	3.4
70	ESTIMATED EDUC OF GAS STA WKR/WAITRESS				
	A NO HIGH SCHOOL DIPLOMA	12682	57.3	13197	59.9
	B AT LEAST HIGH SCHOOL DIPLOMA	6239	28.2	6874	31.2
	C SPECIAL TRAINING BEYOND HS	1163	5.3	787	3.6
	D FOUR YEARS OF COLLEGE	462	2.1	277	1.3
	E MORE THAN FOUR YEARS COLLEGE	314	1.4	151	0.7
	F NO RESPONSE	1264	5.7	757	3.4
71	SELF-ESTIMATE OF TEACHERS' RATINGS				
	A EXCELLENT	1320	6.0	1216	5.5
	B GOOD	7176	32.4	7844	35.6
	C AVERAGE	9026	40.8	10015	45.4
	D POOR, BUT PASSING	2712	12.3	1952	8.9
	E NOT PASSING	587	2.7	269	1.2
	F NO RESPONSE	1302	5.9	746	3.4
72	HRS/WK WATCHING TELEVISION				
	A NONE	924	4.2	982	4.5
	B ONE-FIVE	6952	31.4	8548	38.8
	C SIX-TEN	5757	26.0	5978	27.1
	D TEN-FIFTEEN	3729	16.9	3166	14.4
	E MORE THAN FIFTEEN HOURS	3459	15.6	2607	11.8
	F NO RESPONSE	1304	5.9	760	3.4

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CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
73 HRS/WK READING NEWSPAPERS, MAGS				
A NONE	2756	12.5	2838	12.9
B ONE-FIVE	14803	66.9	16004	72.6
C SIX-TEN	2186	9.9	1671	7.6
D TEN-FIFTEEN	648	2.9	457	2.1
E MORE THAN FIFTEEN HOURS	421	1.9	319	1.4
F NO RESPONSE	1312	5.9	752	3.4
74 HRS/WK READING POP ROMANTIC MAGS				
A NONE	14380	65.0	7669	34.8
B ONE-FIVE	4884	22.1	11189	50.8
C SIX-TEN	849	3.8	1492	6.8
D TEN-FIFTEEN	362	1.6	540	2.4
E MORE THAN FIFTEEN HOURS	317	1.4	367	1.7
F NO RESPONSE	1333	6.0	786	3.6
75 HRS/WK READING NOVELS/BIOGRAPHIES				
A NONE	7281	32.9	5657	25.7
B ONE-FIVE	9491	42.9	10793	49.0
C SIX-TEN	2601	11.8	3224	14.6
D TEN-FIFTEEN	864	3.9	1000	4.5
E MORE THAN FIFTEEN HOURS	548	2.5	580	2.6
F NO RESPONSE	1341	6.1	789	3.6
76 HRS/WK IN GROOMING				
A NONE	2688	12.1	764	3.5
B ONE-FIVE	12552	56.7	9029	41.0
C SIX-TEN	3515	15.9	6822	30.9
D TEN-FIFTEEN	1044	4.7	2673	12.1
E MORE THAN FIFTEEN	942	4.3	1939	8.8
F NO RESPONSE	1384	6.3	817	3.7
77 HRS/WK FOR CASUAL SOCIAL LIFE				
A NONE	3798	17.2	4217	19.1
B ONE-FIVE	8454	38.2	9052	41.1
C SIX-TEN	4521	20.4	4364	19.8
D TEN-FIFTEEN	2000	9.0	2030	9.2
E MORE THAN FIFTEEN HOURS	1957	8.8	1542	7.0
F NO RESPONSE	1396	6.3	839	3.8

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
78 HRS/WK PLAYING GAMES AND SPORTS				
A NONE	1461	6.6	3183	14.4
B ONE-FIVE	6481	29.3	10136	46.0
C SIX-TEN	5824	26.3	4709	21.4
D TEN-FIFTEEN	3472	15.7	1984	9.0
E MORE THAN FIFTEEN HOURS	3472	15.7	1211	5.5
F NO RESPONSE	1418	6.4	821	3.7
79 HRS/WK WORKING FOR MONEY				
A NONE	4292	19.4	7935	36.0
B ONE-FIVE	7826	35.4	8062	36.6
C SIX-TEN	4511	20.4	3195	14.5
D TEN-FIFTEEN	2080	9.4	1122	5.1
E MORE THAN FIFTEEN HOURS	2024	9.1	908	4.1
F NO RESPONSE	1393	6.3	822	3.7
80 HRS/WK DATING				
A NONE	11503	52.0	11833	53.7
B ONE-FIVE	5722	25.9	5820	26.4
C SIX-TEN	1928	8.7	2085	9.5
D TEN-FIFTEEN	767	3.5	801	3.6
E MORE THAN FIFTEEN HOURS	843	3.8	682	3.1
F NO RESPONSE	1367	6.2	822	3.7
81 RESPECT FOR JOB OF POLICEMAN				
A A LOT	6506	29.4	9822	44.6
B SOME	8889	40.2	8086	36.7
C NOT MUCH	3856	17.4	2038	9.2
D CAN'T SAY	1284	5.8	1178	5.3
E NO RESPONSE	1581	7.1	915	4.2
82 RESPECT FOR JOB OF PLUMBER				
A A LOT	798	3.6	653	3.0
B SOME	5810	26.3	5909	26.8
C NOT MUCH	11225	50.7	11525	52.3
D CAN'T SAY	2671	12.1	3035	13.8
E NO RESPONSE	1620	7.3	920	4.2
83 RESPECT FOR JOB OF AIRLINE PILOT				
A A LOT	6896	31.2	7787	35.3
B SOME	8791	39.7	8874	40.3
C NOT MUCH	2949	13.3	2356	10.7
D CAN'T SAY	1790	8.1	2055	9.3
E NO RESPONSE	1694	7.7	968	4.4

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
84 RESPECT FOR JOB OF HS TEACHER				
A A LOT	6553	29.6	11417	51.8
B SOME	8665	39.2	7372	33.4
C NOT MUCH	3592	16.2	1513	6.9
D CAN'T SAY	1634	7.4	779	3.5
E NO RESPONSE	1673	7.6	962	4.4
85 RESPECT FOR JOB OF SOC WELFARE WKR				
A A LOT	4369	19.8	10079	45.7
B SOME	7239	32.7	6584	29.9
C NOT MUCH	5263	23.8	2179	9.9
D CAN'T SAY	3538	16.0	2207	10.0
E NO RESPONSE	1710	7.7	990	4.5
86 RESPECT FOR JOB OF TRUCK DRIVER				
A A LOT	2287	10.3	998	4.5
B SOME	5913	26.7	4379	19.9
C NOT MUCH	9581	43.3	11964	54.3
D CAN'T SAY	2642	11.9	3714	16.8
E NO RESPONSE	1702	7.7	987	4.5
87 RESPECT FOR JOB OF ASTRONAUT				
A A LOT	12877	58.2	13948	63.3
B SOME	4382	19.8	3692	16.8
C NOT MUCH	1761	8.0	1600	7.3
D CAN'T SAY	1388	6.3	1822	8.3
E NO RESPONSE	1715	7.8	978	4.4
88 RESPECT FOR JOB OF CONGRESSMAN				
A A LOT	8379	37.9	10254	46.5
B SOME	6696	30.3	6438	29.2
C NOT MUCH	3380	15.3	2304	10.5
D CAN'T SAY	1951	8.8	2037	9.2
E NO RESPONSE	1709	7.7	1007	4.6
89 RESPECT FOR JOB OF COMPUTER OP				
A A LOT	4405	19.9	3568	16.2
B SOME	8015	36.2	8202	37.2
C NOT MUCH	4752	21.5	5106	23.2
D CAN'T SAY	3221	14.6	4149	18.8
E NO RESPONSE	1729	7.8	1014	4.6

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CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS N	BOYS PC	GIRLS N	GIRLS PC
90	RESPECT FOR JOB OF ENTERTAINER				
	A A LOT	5058	22.9	5824	26.4
	B SOME	8309	37.6	8489	38.5
	C NOT MUCH	4739	21.4	4505	20.4
	D CAN'T SAY	2294	10.4	2230	10.1
	E NO RESPONSE	1726	7.8	996	4.5
91	AVER TIME SPENT ON HOMEWORK/NIGHT				
	A DO NOT HAVE HOMEWORK	423	1.9	156	0.7
	B NONE SPENT	1351	6.1	362	1.6
	C LESS THAN ONE HOUR/DAY	5501	24.9	3422	15.5
	D BETWEEN ONE-TWO HOURS/DAY	10069	45.5	11438	51.9
	E OVER TWO HOURS/DAY	3048	13.8	5651	25.6
	F NO RESPONSE	1736	7.8	1015	4.6
92	CONCERN FOR TEACHERS' REGARD				
	A CARE QUITE A LOT	9121	41.2	12581	57.1
	B CARE SOMEWHAT	7735	35.0	6754	30.6
	C USED TO CARE BUT NOT NOW	1598	7.2	1035	4.7
	D DO NOT CARE	1919	8.7	650	2.9
	E NO RESPONSE	1751	7.9	1024	4.6
93	MOST IMPORTANT REASON FOR SCHOOL				
	A TO BE WITH FRIENDS	441	2.0	360	1.6
	B TO TRAIN FOR DESIRED JOB	7032	31.8	6562	29.8
	C TO LEARN ABOUT ONESELF	1755	7.9	3162	14.3
	D TO BE IN SPORTS	714	3.2	124	0.6
	E TO LEARN NEW THINGS	3003	13.6	4598	20.9
	F TO GET INTO COLLEGE	4535	20.5	3291	14.9
	G THE LAW REQUIRES IT	261	1.2	202	0.9
	H TO PLEASE ONE'S PARENTS	388	1.8	390	1.8
	I TO GET HS DIPLOMA	2163	9.8	2278	10.3
	J NO RESPONSE	1836	8.3	1077	4.9
94	MOST OFTEN TALK WITH ABOUT FUTURE				
	A TEACHERS	3743	16.9	4742	21.5
	B COUNSELORS	7426	33.6	7944	36.0
	C PRINCIPAL, VICE-PRIN, DEAN	978	4.4	522	2.4
	D NONE OF THESE	8124	36.7	7751	35.2
	E NO RESPONSE	1855	8.4	1083	4.9

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
95 MOST OFTEN TALK WITH WHEN IN TROUBLE				
A TEACHERS	2793	12.6	3095	14.0
B COUNSELORS	3719	16.8	4330	19.6
C PRINCIPAL, VICE-PRIN, DEAN	11025	49.9	9856	44.7
D NONE OF THESE	2660	12.0	3612	16.4
E NO RESPONSE	1919	8.7	1145	5.2
96 MOST OFTEN TALK WITH ABOUT GRADES				
A TEACHERS	10727	48.5	12495	56.7
B COUNSELORS	4962	22.4	4279	19.4
C PRINCIPAL, VICE-PRIN, DEAN	1027	4.6	549	2.5
D NONE OF THESE	3494	15.8	3571	16.2
E NO RESPONSE	1907	8.6	1147	5.2
97 MOST OFTEN TALK WITH ABOUT PERS PROBS				
A TEACHERS	1017	4.6	1281	5.8
B COUNSELORS	4433	20.0	4331	19.6
C PRINCIPAL, VICE-PRIN, DEAN	[illegible]	[illegible]	[illegible]	2.0
D NONE OF THESE	13972	63.2	14840	67.3
E NO RESPONSE	1939	8.8	1150	5.2
98 MOST OFTEN TALK WITH ABOUT PROGRAM				
A TEACHERS	4459	20.2	5921	26.9
B COUNSELORS	10858	49.1	11330	51.4
C PRINCIPAL, VICE-PRIN, DEAN	1645	7.4	1208	5.5
D NONE OF THESE	3186	14.4	2394	10.9
E NO RESPONSE	1973	8.9	1186	5.4
99 MOST OFTEN TALK WITH ABOUT COLLEGES				
A TEACHERS	4351	19.7	4902	22.2
B COUNSELORS	10462	47.3	11347	51.5
C PRINCIPAL, VICE-PRIN, DEAN	1730	7.8	1431	6.5
D NONE OF THESE	3648	16.5	3201	14.5
E NO RESPONSE	1927	8.7	1162	5.3
100 MOST OFTEN ADVISE ON GUIDANCE TESTS				
A TEACHERS	5756	26.0	7353	33.4
B COUNSELORS	8173	36.9	7977	36.2
C PRINCIPAL, VICE-PRIN, DEAN	1625	7.3	1407	6.4
D NONE OF THESE	4626	20.9	4120	18.7
E NO RESPONSE	1941	8.8	1186	5.4

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS		GIRLS	
	N	PC	N	PC
101 PEER VALUES RE SCHOOL ACHIEVEMENT				
A AMONG MOST IMPORTANT	3898	17.6	3567	16.2
B VERY IMPORTANT	10183	46.0	11508	52.2
C FAIRLY IMPORTANT	5068	22.9	5170	23.5
D NOT IMPORTANT	940	4.2	581	2.6
E NO RESPONSE	2036	9.2	1212	5.5
102 PEER VALUES RE SPORTS PARTICIPATION				
A AMONG MOST IMPORTANT	2324	10.5	825	3.7
B VERY IMPORTANT	7759	35.1	5881	26.7
C FAIRLY IMPORTANT	7622	34.4	10482	47.6
D NOT IMPORTANT	2380	10.8	3633	16.5
E NO RESPONSE	2043	9.2	1223	5.5
103 PEER VALUES RE MOTORCYCLES/CARS				
A AMONG MOST IMPORTANT	1887	8.5	489	2.2
B VERY IMPORTANT	4956	22.4	1685	7.6
C FAIRLY IMPORTANT	7995	36.1	5383	24.4
D NOT IMPORTANT	5225	23.6	13237	60.0
E NO RESPONSE	2065	9.3	1250	5.7
104 PEER VALUES RE HAVING CLOTHES				
A AMONG MOST IMPORTANT	2868	13.0	2872	13.0
B VERY IMPORTANT	9005	40.7	10282	46.6
C FAIRLY IMPORTANT	6542	29.6	6607	30.0
D NOT IMPORTANT	1652	7.5	1054	4.8
E NO RESPONSE	2060	9.3	1229	5.6
105 PEER VALUES RE MOVIES, TV				
A AMONG MOST IMPORTANT	1015	4.6	760	3.4
B VERY IMPORTANT	3964	17.9	4058	18.4
C FAIRLY IMPORTANT	10172	46.0	11479	52.1
D NOT IMPORTANT	4920	22.2	4513	20.5
E NO RESPONSE	2050	9.3	1232	5.6
106 PEER VALUES RE READING				
A AMONG MOST IMPORTANT	1338	6.0	1234	5.6
B VERY IMPORTANT	5624	25.4	6199	28.1
C FAIRLY IMPORTANT	8229	37.2	9759	44.3
D NOT IMPORTANT	4854	21.9	3597	16.3
E NO RESPONSE	2080	9.4	1255	5.7

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
107	PEER VALUES RE GOOD REPUTATION				
	A AMONG MOST IMPORTANT	5138	23.2	9702	44.0
	B VERY IMPORTANT	9571	43.3	8753	39.7
	C FAIRLY IMPORTANT	4218	19.1	1907	8.7
	D NOT IMPORTANT	1079	4.9	397	1.8
	E NO RESPONSE	2111	9.5	1284	5.8
108	PEER VALUES RE SERIOUS DISCUSSIONS				
	A AMONG MOST IMPORTANT	1862	8.4	2512	11.4
	B VERY IMPORTANT	7123	32.2	9541	43.3
	C FAIRLY IMPORTANT	7793	35.2	7089	32.2
	D NOT IMPORTANT	3215	14.5	1619	7.3
	E NO RESPONSE	2123	9.6	1279	5.8
109	MOST IMPORTANT PURPOSE OF SCHOOL				
	A JOB, CAREER PREPARATION	12618	57.0	12147	55.1
	B LEARN INTERPERSONAL REL'SHIPS	1331	6.0	1413	6.4
	C ENCOURAGEMENT OF LEARNING	3742	16.9	5107	23.2
	D RELIGIOUS TRAINING	415	1.9	209	0.9
	E NONE OF THE ABOVE	1896	8.6	1859	8.4
	F NO RESPONSE	2116	9.6	1307	5.9
110	FEELINGS RE ATTENDING COLLEGE				
	A COSTS TOO MUCH	1103	5.0	765	3.5
	B GRADES NOT GOOD ENOUGH	3244	14.7	3030	13.7
	C PARENTS DON'T APPROVE	657	3.0	297	1.3
	D PREFER TO GET A JOB	1119	5.1	997	4.5
	E PREFER TO GET MARRIED	658	3.0	1150	5.2
	F DO PLAN TO GO TO COLLEGE	10726	48.5	11130	50.5
	G DO NOT KNOW	2435	11.0	3335	15.1
	H NO RESPONSE	2176	9.8	1336	6.1
111	MOTHER'S WISH RE STUDENT'S COLL EDUC				
	A DEFINITELY DESIRES IT	9052	40.9	7287	33.1
	B ENCOURAGES WITHOUT INSISTING	4483	20.3	6495	29.5
	C DESIRES IT, BUT LACKS FUNDS	1099	5.0	1109	5.0
	D INDIFFERENT	2857	12.9	3548	16.1
	E OPPOSES, BUT DOES NOT FORBID	345	1.6	227	1.0
	F WILL NOT PERMIT	175	0.8	80	0.4
	G DO NOT KNOW	1892	8.6	1943	8.8
	H NO RESPONSE	2219	10.0	1353	6.1

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CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
112 FATHER'S WISH RE STUDENT'S COLL EDUC				
A DEFINITELY DESIRES IT	8996	40.7	7313	33.2
B ENCOURAGES WITHOUT INSISTING	4107	18.6	5509	25.0
C DESIRES IT, BUT LACKS FUNDS	998	4.5	935	4.2
D INDIFFERENT	2789	12.6	3391	15.4
E OPPOSES, BUT DOES NOT FORBID	343	1.6	224	1.0
F WILL NOT PERMIT	153	0.7	68	0.3
G DO NOT KNOW	2484	11.2	3196	14.5
H NO RESPONSE	2253	10.2	1406	6.4
113 VISITED COLL/UNIV TO OBTAIN INFO				
A HAVE DONE THIS	4555	20.6	4406	20.0
B PLAN TO DO THIS	9347	42.3	10236	46.4
C DO NOT PLAN TO DO THIS	3543	16.0	2921	13.3
D NOT PLANNING TO ATTEND	2392	10.8	3050	13.8
E NO RESPONSE	2279	10.3	1428	6.5
114 LOOKED AT CATALOGS FOR COLL INFO				
A HAVE DONE THIS	5707	25.8	6010	27.3
B PLAN TO DO THIS	8814	39.8	9586	43.5
C DO NOT PLAN TO DO THIS	3118	14.1	2253	10.2
D NOT PLANNING TO ATTEND	2190	9.9	2759	12.5
E NO RESPONSE	2299	10.4	1436	6.5
115 COLL INFO FROM TCHRS/COUNSELORS				
A HAVE DONE THIS	5995	27.1	6459	29.3
B PLAN TO DO THIS	8811	39.8	9075	41.2
C DO NOT PLAN TO DO THIS	2909	13.1	2388	10.8
D NOT PLANNING TO ATTEND	2095	9.5	2674	12.1
E NO RESPONSE	2316	10.5	1447	6.6
116 HAVE DECIDED ON SPECIFIC COLLEGE				
A YES	5562	25.1	5082	23.1
B NO	11043	49.9	11646	52.8
C DO NOT PLAN TO ATTEND	3182	14.4	3824	17.3
D NO RESPONSE	2334	10.6	1491	6.8

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CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS N	BOYS PC	GIRLS N	GIRLS PC
117	TYPE OF COLLEGE PREFERRED				
	A DO NOT PLAN TO ATTEND	3051	13.8	3424	15.5
	B JR COLL NEAR HOME	2228	10.1	2326	10.6
	C TEACHERS COLLEGE	1042	4.7	1918	8.7
	D ENGR OR AGRIC COLLEGE	2747	12.4	201	0.9
	E PRIV TWO OR FOUR YR COLLEGE	1183	5.3	1182	5.4
	F MIL, NURSE, OR BUS SCHOOL	1144	5.2	3297	15.0
	G LARGE PUB OR PRIV UNIV	3843	17.4	3235	14.7
	H UNDECIDED	4497	20.3	4961	22.5
	I NO RESPONSE	2393	10.8	1500	6.8
118	PARENTS OFTEN ATTEND CHURCH				
	A BOTH	9702	43.9	10427	47.3
	B FATHER ONLY	1147	5.2	747	3.4
	C MOTHER ONLY	3914	17.7	4216	19.1
	D NEITHER	3846	17.4	4208	19.1
	E DO NOT KNOW	1067	4.8	855	3.9
	F NO RESPONSE	2447	11.1	1589	7.2
119	PARENTS WORK IN SCHOOL ORGS				
	A BOTH	2914	13.2	2804	12.7
	B FATHER ONLY	1012	4.6	628	2.8
	C MOTHER ONLY	4575	20.7	4503	20.4
	D NEITHER	9477	42.9	11117	50.4
	E DO NOT KNOW	1610	7.3	1379	6.3
	F NO RESPONSE	2513	11.4	1606	7.3
120	PARENTS ACTIVE IN POLITICAL GROUPS				
	A BOTH	3374	15.3	3605	16.4
	B FATHER ONLY	2137	9.7	1575	7.1
	C MOTHER ONLY	1763	8.0	1484	6.7
	D NEITHER	9488	42.9	10502	47.7
	E DO NOT KNOW	2806	12.7	3234	14.7
	F NO RESPONSE	2532	11.5	1632	7.4
121	PARENTS ACTIVE IN UNIONS				
	A BOTH	1584	7.2	1378	6.3
	B FATHER ONLY	3650	16.5	3082	14.0
	C MOTHER ONLY	1074	4.9	680	3.1
	D NEITHER	9661	43.7	9945	45.1
	E DO NOT KNOW	3603	16.3	5319	24.1
	F NO RESPONSE	2547	11.5	1630	7.4

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

	BOYS N	BOYS PC	GIRLS N	GIRLS PC
122 PARENTS OFTEN ATTEND SOCIAL GROUPS				
A BOTH	5951	26.9	7083	32.1
B FATHER ONLY	1604	7.3	1052	4.8
C MOTHER ONLY	2891	13.1	2942	13.3
D NEITHER	6833	30.9	7113	32.3
E DO NOT KNOW	2269	10.3	2193	9.9
F NO RESPONSE	2561	11.6	1658	7.5
123 PARENTS ATTEND SPECTATOR SPORTS				
A BOTH	5852	26.5	6440	29.2
B FATHER ONLY	5705	25.8	4683	21.3
C MOTHER ONLY	1120	5.1	865	3.9
D NEITHER	5779	26.1	7010	31.8
E DO NOT KNOW	1096	5.0	1386	6.3
F NO RESPONSE	2562	11.6	1652	7.5
124 PARENTS REGULARLY READ BOOKS				
A BOTH	9835	44.5	10745	48.8
B FATHER ONLY	1621	7.3	1268	5.8
C MOTHER ONLY	4211	19.0	4254	19.3
D NEITHER	2444	11.1	2630	11.9
E DO NOT KNOW	1422	6.4	1485	6.7
F NO RESPONSE	2575	11.6	1656	7.5
125 PARENTS OFTEN GO TO CULTURAL EVENTS				
A BOTH	5914	26.7	6472	29.4
B FATHER ONLY	891	4.0	394	1.8
C MOTHER ONLY	2067	9.3	2123	9.6
D NEITHER	8588	38.8	9440	42.8
E DO NOT KNOW	2030	9.2	1909	8.7
F NO RESPONSE	2627	11.9	1700	7.7
126 PARENTS OFTEN WORK AROUND HOME				
A BOTH	12195	55.1	14200	64.4
B FATHER ONLY	2215	10.0	1541	7.0
C MOTHER ONLY	3275	14.8	3205	14.5
D NEITHER	1241	5.6	936	4.2
E DO NOT KNOW	616	2.8	490	2.2
F NO RESPONSE	2585	11.7	1672	7.6

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TABLE 5 STUDENT QUESTIONNAIRE ITEM ANALYSIS

		BOYS		GIRLS	
		N	PC	N	PC
127	SELF ESTIMATE OF PEER REGARD				
	A CONSIDER SELF POPULAR	1728	7.8	1395	6.3
	B CONSIDER SELF WELL-LIKED	11533	52.1	12800	58.1
	C CONSIDER SELF NOT WELL KNOWN	1271	5.7	734	3.3
	D CONSIDERED DIFFERENT	813	3.7	570	2.6
	E CONSIDER SELF DISLIKED	424	1.9	244	1.1
	F CANNOT ANSWER QUESTION	3818	17.3	4668	21.2
	G NO RESPONSE	2539	11.5	1633	7.4
128	FREQUENCY OF PUBLIC LIBRARY USE				
	A NEVER	2581	11.7	1495	6.8
	B SOMETIMES	11579	52.3	11984	54.4
	C VERY OFTEN	4506	20.4	6291	28.5
	D NO LIBRARY IN TOWN	956	4.3	658	3.0
	E NO RESPONSE	2500	11.3	1614	7.3

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
1 BOOKKEEPER	N	804	3452	5119	5750	6866	137	2684	7603	4367	4263	3008	119
	PC	3.6	15.6	23.1	26.0	31.0	0.6	12.2	34.5	19.8	19.3	13.6	0.5
2 BANK TELLER	N	1438	6011	4854	5743	3907	175	1458	7149	4859	5079	3349	150
	PC	6.5	27.2	21.9	26.0	17.7	0.8	6.6	32.4	22.0	23.0	15.2	0.7
3 SURGEON	N	2622	4598	4565	4057	6050	236	2561	3673	3220	4000	8412	178
	PC	11.8	20.8	20.6	18.3	27.3	1.1	11.6	16.7	14.6	18.1	38.2	0.8
4 CHEMIST	N	4333	6391	4210	3313	3584	297	2295	4273	3844	4349	7076	207
	PC	19.6	28.9	19.0	15.0	16.2	1.3	10.4	19.4	17.4	19.7	32.1	0.9
5 CIVIL ENGINEER	N	3187	5547	7670	2976	2473	275	216	770	7671	2847	10345	195
	PC	14.4	25.1	34.7	13.4	11.2	1.2	1.0	3.5	34.8	12.9	46.9	0.9
6 DENTIST	N	2029	4824	3383	5887	5721	284	837	3445	2383	6363	8827	189
	PC	9.2	21.8	15.3	26.6	25.9	1.3	3.8	15.6	10.8	28.9	40.0	0.9
7 TOOLMAKER	N	1741	4382	4221	5217	6311	256	99	426	2689	2914	15730	186
	PC	7.9	19.8	19.1	23.6	28.5	1.2	0.4	1.9	12.2	13.2	71.4	0.8
8 AUTOMOBILE MECHANIC	N	6663	6339	2536	3300	3005	285	558	1419	2437	3082	14379	169
	PC	30.1	28.6	11.5	14.9	13.6	1.3	2.5	6.4	11.1	14.0	65.2	0.8
9 BUTCHER	N	597	2099	2599	5955	10637	241	210	707	1293	3108	16391	335
	PC	2.7	9.5	11.7	26.9	48.1	1.1	1.0	3.2	5.9	14.1	74.4	1.5
10 TAILOR OR DRESSMAKER	N	454	1338	2720	4481	12904	231	5108	9317	2157	3296	1942	224
	PC	2.1	6.0	12.3	20.3	58.3	1.0	23.2	42.3	9.8	15.0	8.8	1.0
11 DIETITIAN	N	312	1133	5933	4077	10410	263	2134	6103	6560	3415	3628	204
	PC	1.4	5.1	26.8	18.4	47.0	1.2	9.7	27.7	29.8	15.5	16.5	0.9

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
12 CAB DRIVER	N	1128	4411	2422	6189	7734	244	395	1665	1764	4730	13303	187
	PC	5.1	19.9	10.9	28.0	35.0	1.1	1.8	7.6	8.0	21.5	60.3	0.8
13 LONGSHOREMAN	N	728	2173	9844	3313	5794	276	172	490	10731	1549	8879	223
	PC	3.3	9.8	44.5	15.0	26.2	1.2	0.8	2.2	48.7	7.0	40.3	1.0
14 FOREMAN	N	3920	9102	4037	2940	1876	253	785	3095	5547	4433	7968	216
	PC	17.7	41.1	18.2	13.3	8.5	1.1	3.6	14.0	25.2	20.1	36.1	1.0
15 ARMY OFFICER	N	5522	8255	2416	3028	2654	253	1961	4030	2842	3728	9263	220
	PC	25.0	37.3	10.9	13.7	12.0	1.1	8.9	18.3	12.9	16.9	42.0	1.0
16 COLLEGE PRESIDENT	N	4598	5759	4541	3455	3513	262	4838	6210	3503	3409	3864	220
	PC	20.8	26.0	20.5	15.6	15.9	1.2	21.9	28.2	15.9	15.5	17.5	1.0
17 INSURANCE AGENT	N	1609	5996	4975	5278	4030	240	734	3997	4556	6022	6544	191
	PC	7.3	27.1	22.5	23.9	18.2	1.1	3.3	18.1	20.7	27.3	29.7	0.9
18 STOCK SALESMAN	N	1459	4525	6022	5345	4554	223	583	2242	5140	5187	8666	226
	PC	6.6	20.4	27.2	24.2	20.6	1.0	2.6	10.2	23.3	23.5	39.3	1.0
19 FOREIGN CORRESPONDENT	N	3104	5160	5483	3629	4504	248	6147	6612	4040	2223	2813	209
	PC	14.0	23.3	24.8	16.4	20.4	1.1	27.9	30.0	18.3	10.1	12.8	0.9
20 EDITOR	N	1812	5700	4650	5464	4283	219	3559	7681	3372	4264	2973	195
	PC	8.2	25.8	21.0	24.7	19.4	1.0	16.1	34.8	15.3	19.3	13.5	0.9
21 MUSICIAN	N	3668	4838	2434	4285	6671	232	4891	6196	2143	4253	4361	200
	PC	16.6	21.9	11.0	19.4	30.1	1.0	22.2	28.1	9.7	19.3	19.8	0.9
22 AVIATOR	N	6195	6596	4372	2504	2227	234	1672	3233	6559	3814	6576	190
	PC	28.0	29.8	19.8	11.3	10.1	1.1	7.6	14.7	29.8	17.3	29.8	0.9

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
23 RANCHER	N	4939	6935	3046	3817	3165	226	4461	6209	2507	4041	4602	224
	PC	22.3	31.3	13.8	17.2	14.3	1.0	20.2	28.2	11.4	18.3	20.9	1.0
24 AIR LINE HOSTESS OR STEWARD	N	945	2287	3042	3947	11682	225	11034	7103	1203	1347	1188	109
	PC	4.3	10.3	13.7	17.8	52.8	1.0	50.1	32.2	5.5	6.1	5.4	0.8
25 SOCIAL WORKER	N	1427	3970	5188	5085	6255	203	7757	7425	3096	1996	1572	198
	PC	6.4	17.9	23.4	23.0	28.3	0.9	35.2	33.7	14.0	9.1	7.1	0.9
26 STATISTICIAN	N	746	2145	10531	3335	5133	238	548	1626	13220	2386	4066	198
	PC	3.4	9.7	47.6	15.1	23.2	1.1	2.5	7.4	60.0	10.8	18.4	0.9
27 ASTRONOMER	N	3824	6026	4528	3696	3893	161	1630	3394	4166	4908	7808	138
	PC	17.3	27.2	20.5	16.7	17.6	0.7	7.4	15.4	18.9	22.3	35.4	0.6
28 RESEARCH SCIENTIST	N	5686	6071	3819	2944	3417	191	3336	4522	3253	3964	6804	165
	PC	25.7	27.4	17.3	13.3	15.4	0.9	15.1	20.5	14.8	18.0	30.9	0.7
29 OFFICE CLERK	N	1030	4637	4006	6717	5542	196	3546	8423	2484	4354	3069	168
	PC	4.7	21.0	18.1	30.4	25.0	0.9	16.1	38.2	11.3	19.8	13.9	0.8
30 STORE CLERK	N	1307	5349	3090	6711	5454	217	3110	8558	1964	4659	3556	197
	PC	5.9	24.2	14.0	30.3	24.6	1.0	14.1	38.8	8.9	21.1	16.1	0.9
31 PLUMBER	N	908	3297	2874	6539	8283	227	110	427	1598	3138	16026	145
	PC	4.1	14.9	13.0	29.6	37.4	1.0	0.5	1.9	7.2	14.2	75.4	0.7
32 ELECTRICIAN	N	4015	7169	3302	4087	3335	220	274	915	2499	3941	14265	150
	PC	18.1	32.4	14.9	18.5	15.1	1.0	1.2	4.2	11.3	17.9	64.7	0.7
33 FIREMAN	N	1325	4827	2951	6565	6260	200	225	1049	1409	3900	15283	178
	PC	6.0	21.8	13.3	29.7	28.3	0.9	1.0	4.8	6.4	17.7	69.3	0.8

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
34 DISHWASHER	N	226	569	631	2327	18205	170	290	1422	440	3385	16357	150
	PC	1.0	2.6	2.9	10.5	82.3	0.8	1.3	6.5	2.0	15.4	74.2	0.7
35 MAID	N	313	433	877	1192	19076	237	626	2732	1067	5093	12358	168
	PC	1.4	2.0	4.0	5.4	86.2	1.1	2.8	12.4	4.8	23.1	56.1	0.8
36 NAVAL OFFICER	N	5958	7618	2867	2754	2717	214	2182	3940	4003	3579	8158	182
	PC	26.9	34.4	13.0	12.4	12.3	1.0	9.9	17.9	18.2	16.2	37.0	0.8
37 PERSONNEL ADMINISTRATOR	N	1207	3636	10367	3014	3676	228	1428	3996	10182	2650	3593	195
	PC	5.5	16.4	46.9	13.6	16.6	1.0	6.5	18.1	46.2	12.0	16.3	0.9
38 CREDIT MANAGER	N	987	3171	8140	4943	4666	221	911	3328	8136	4544	4943	182
	PC	4.5	14.3	36.8	22.3	21.1	1.0	4.1	15.1	36.9	20.6	22.4	0.8
39 LAWYER	N	4944	7220	3017	3546	3178	223	3546	6265	2930	4397	4729	177
	PC	22.3	32.6	13.6	16.0	14.4	1.0	16.1	28.4	13.3	19.9	21.5	0.8
40 REPORTER	N	2585	6867	3551	5114	3795	216	3958	7525	2402	4291	3681	187
	PC	11.7	31.0	16.0	23.1	17.2	1.0	18.0	34.1	10.9	19.5	16.7	0.8
41 SCULPTOR	N	1375	2957	4721	5105	7756	214	2846	4117	4217	3994	6691	179
	PC	6.2	13.4	21.3	23.1	35.1	1.0	12.9	18.7	19.1	18.1	30.4	0.8
42 FORESTER	N	4347	6114	4259	3584	3615	209	1318	2935	5162	4296	8133	200
	PC	19.6	27.6	19.2	16.2	16.3	0.9	6.0	13.3	23.4	19.5	36.9	0.9
43 ELEMENTARY SCHOOL TEACHER	N	1565	3647	1986	4665	10059	206	7710	7504	1072	2526	3064	168
	PC	7.1	16.5	9.0	21.1	45.5	0.9	35.0	34.0	4.9	11.5	13.9	0.8
44 NURSE	N	332	770	1595	2533	16666	232	6836	6589	1454	3289	3705	171
	PC	1.5	3.5	7.2	11.4	75.3	1.0	31.0	29.9	6.6	14.9	16.8	0.8

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
45 CHEMICAL ENGINEER	N	4482	5574	5081	2868	3901	222	910	1756	6374	3321	9506	177
	PC	20.3	25.2	23.0	13.0	17.6	1.0	4.1	8.0	28.9	15.1	43.1	0.8
46 DOCTOR	N	4690	5773	2931	3754	4771	209	5061	5075	1934	3763	6035	176
	PC	21.2	26.1	13.2	17.0	21.6	0.9	23.0	23.0	8.8	17.1	27.4	0.8
47 PHARMACIST	N	2290	5036	6019	4126	4439	218	2032	5127	5399	4147	5153	186
	PC	10.3	22.8	27.2	18.6	20.1	1.0	9.2	23.3	24.5	18.8	23.4	0.8
48 AERONAUTICAL ENGINEER	N	5286	5563	6337	1985	2715	242	610	1199	8598	2729	8698	210
	PC	23.9	25.1	28.6	9.0	12.3	1.1	2.8	5.4	39.0	12.4	39.5	1.0
49 SECRETARY	N	486	1871	2839	5650	11054	228	8824	7691	1207	2313	1819	190
	PC	2.2	8.5	12.8	25.5	50.0	1.0	40.0	34.9	5.5	10.5	8.3	0.9
50 TECHNICIAN	N	3332	6225	6025	3083	3248	215	1356	2736	7376	3458	6929	189
	PC	15.1	28.1	27.2	13.9	14.7	1.0	6.2	12.4	33.5	15.7	31.4	0.9
51 ELECTRONICS TECHNICIAN	N	4646	5927	5233	2817	3293	212	385	1057	6658	3579	10207	158
	PC	21.0	26.8	23.6	12.7	14.9	1.0	1.7	4.8	30.2	16.2	46.3	0.7
52 BRICKLAYER	N	1627	3857	2149	5183	9106	206	143	456	1243	2576	17455	171
	PC	7.4	17.4	9.7	23.4	41.2	0.9	0.6	2.1	5.6	11.7	79.2	0.8
53 RIVETER	N	440	1687	5745	4540	9205	511	50	195	9332	1481	10563	423
	PC	2.0	7.6	26.0	20.5	41.6	2.3	0.2	0.9	42.3	6.7	47.9	1.9
54 HOUSE PAINTER	N	855	3362	1939	6415	9122	435	298	1517	1224	4902	13758	345
	PC	3.9	15.2	8.8	29.0	41.2	2.0	1.4	6.9	5.6	22.2	62.4	1.6
55 MAIL CARRIER	N	1015	3515	2417	6542	8468	171	413	1906	1498	5435	12659	133
	PC	4.6	15.9	10.9	29.6	38.3	0.8	1.9	8.6	6.8	24.7	57.4	0.6

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
56 BUILDING SUPERINTENDENT	N	2159	5757	4823	4828	4260	301	660	2365	3836	5032	9942	209
	PC	9.8	26.0	21.8	21.8	19.3	1.4	3.0	10.7	17.4	22.8	45.1	0.9
57 PRESIDENT OF A LARGE COMPANY	N	8757	6347	2360	2088	2348	228	4909	5803	2658	3692	4771	211
	PC	39.6	28.7	10.7	9.4	10.6	1.0	22.3	26.3	12.1	16.7	21.6	1.0
58 AUTHOR OF A NOVEL	N	4115	5591	3447	3935	4829	211	7395	6515	2068	2761	3125	180
	PC	18.6	25.3	15.6	17.8	21.8	1.0	33.5	29.6	9.4	12.5	14.2	0.8
59 LIBRARIAN	N	590	2089	2897	6198	10147	207	3923	8213	2063	4141	3530	174
	PC	2.7	9.4	13.1	28.0	45.9	0.9	17.8	37.3	9.4	18.8	16.0	0.8
60 ECONOMIST	N	772	2112	8369	4434	6232	209	1988	4314	7982	3163	4416	181
	PC	3.5	9.5	37.8	20.0	28.2	0.9	9.0	19.6	36.2	14.3	20.0	0.8
61 ACTOR OR ACTRESS	N	4084	5424	2836	3806	5777	201	8619	6409	1716	2545	2577	178
	PC	18.5	24.5	12.8	17.2	26.1	0.9	39.1	29.1	7.8	11.5	11.7	0.8
62 PROFESSIONAL ATHLETE	N	11130	5249	1744	1764	2028	213	4912	5168	1983	3985	5829	167
	PC	50.3	23.7	7.9	8.0	9.2	1.0	22.3	23.4	9.0	18.1	26.4	0.8
63 POLICEMAN	N	2481	6265	2975	5014	5168	225	925	2408	1950	5171	11422	160
	PC	11.2	28.3	13.4	22.7	23.4	1.0	4.2	10.9	8.9	23.5	51.8	0.7
64 CLERGYMAN	N	1145	2915	6749	4552	6541	206	789	2372	4945	4265	9498	175
	PC	5.2	13.2	30.5	20.6	29.7	0.9	3.6	10.8	22.4	19.3	43.1	0.8
65 CERTIFIED PUBLIC ACCOUNTANT	N	1334	2863	7811	4172	5729	219	1093	2752	8170	3219	6630	180
	PC	6.0	12.9	35.3	18.9	25.9	1.0	5.0	12.5	37.1	14.6	30.1	0.8
66 SPACEMAN	N	6240	6051	2980	2855	3779	223	2735	3473	2370	3330	9981	155
	PC	28.2	27.3	13.5	12.9	17.1	1.0	12.4	15.8	10.8	15.1	45.3	0.7

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
67 BIOLOGIST	N	3994	5545	4052	3819	4500	218	3009	4406	3117	3711	7616	185
	PC	18.0	25.1	18.3	17.3	20.3	1.0	13.6	20.0	14.1	16.8	34.5	0.8
68 ELECTRICAL ENGINEER	N	5833	6136	3929	2956	3054	220	371	916	4154	3676	12763	164
	PC	26.4	27.7	17.8	13.4	13.8	1.0	1.7	4.2	18.8	16.7	57.9	0.7
69 MINING ENGINEER	N	1962	4447	4833	5164	5511	211	219	488	3059	3142	14935	201
	PC	8.9	20.1	21.8	23.3	24.9	1.0	1.0	2.2	13.9	14.3	67.8	0.9
70 TYPIST	N	716	2465	3131	6271	9313	232	7695	7794	1539	2508	2315	193
	PC	3.2	11.1	14.1	28.3	42.1	1.0	34.9	35.4	7.0	11.4	10.5	0.9
71 LABORATORY TECHNICIAN	N	3256	5076	5026	3828	4714	228	2675	3914	5031	3289	6956	179
	PC	14.7	22.9	22.7	17.3	21.3	1.0	12.1	17.8	22.8	14.9	31.6	0.8
72 REPAIRMAN	N	1650	4899	3318	6061	5973	227	259	859	1790	4465	14464	207
	PC	7.5	22.1	15.0	27.4	27.0	1.0	1.2	3.9	8.1	20.3	65.6	0.9
73 BEAUTICIAN	N	457	1183	2765	3551	13949	223	7605	7635	1715	2422	2479	188
	PC	2.1	5.3	12.5	16.0	63.0	1.0	34.5	34.6	7.8	11.0	11.2	0.9
74 RAILROAD BRAKEMAN	N	798	2322	3108	5293	10380	227	136	310	2338	2595	16499	166
	PC	3.6	10.5	14.0	23.9	46.9	1.0	0.6	1.4	10.6	11.8	74.8	0.8
75 SHOEMAKER	N	477	1567	2234	5760	11866	224	279	940	1809	4094	14748	174
	PC	2.2	7.1	10.1	26.0	53.6	1.0	1.3	4.3	8.2	18.6	66.9	0.8
76 FACTORY WORKER	N	950	3872	2333	5810	8938	225	467	2311	1544	4562	12977	183
	PC	4.3	17.5	10.5	26.3	40.4	1.0	2.1	10.5	7.0	20.7	58.9	0.8
77 DELIVERYMAN	N	1059	3714	2523	6344	8260	228	239	1364	1513	4786	13979	163
	PC	4.8	16.8	11.4	28.7	37.3	1.0	1.1	6.2	6.9	21.7	63.4	0.7

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		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
78 TRUCK DRIVER	N	3463	5645	2222	4643	5928	227	342	852	1040	3113	16525	172
	PC	15.6	25.5	10.0	21.0	26.8	1.0	1.6	3.9	4.7	14.1	75.0	0.8
79 BUILDING CONTRACTOR	N	3808	7238	4379	3332	3152	219	506	1837	3333	4041	12139	188
	PC	17.2	32.7	19.8	15.1	14.2	1.0	2.3	8.3	15.1	18.3	55.1	0.9
80 MARINE CORPS OFFICER	N	6461	6591	2847	2780	3221	228	2371	3946	3376	3293	8870	188
	PC	29.2	29.8	12.9	12.6	14.6	1.0	10.8	17.9	15.3	14.9	40.2	0.9
81 REAL ESTATE AGENT	N	1742	5066	5038	4969	5117	196	931	3698	4058	4764	8439	154
	PC	7.9	22.9	22.8	22.5	23.1	0.9	4.2	16.8	18.4	21.6	38.3	0.7
82 INTERPRETER	N	1499	3335	5880	4532	6711	171	4027	5562	4886	2922	4500	147
	PC	6.8	15.1	26.6	20.5	30.3	0.8	18.3	25.2	22.2	13.3	20.4	0.7
83 WRITER	N	2300	4574	3212	5418	6433	191	5900	6810	2179	3678	3316	161
	PC	10.4	20.7	14.5	24.5	29.1	0.9	26.8	30.9	9.9	16.7	15.0	0.7
84 MUSICAL COMPOSER	N	2350	3147	2990	4519	8882	240	4093	4565	2669	4092	6431	194
	PC	10.6	14.2	13.5	20.4	40.1	1.1	18.6	20.7	12.1	18.6	29.2	0.9
85 ARCHITECT	N	4866	6185	4099	3091	3670	217	2932	4583	4400	3838	6100	191
	PC	22.0	28.0	18.5	14.0	16.6	1.0	13.3	20.8	20.0	17.4	27.7	0.9
86 DECORATOR	N	1492	3599	4749	5239	6825	224	7596	8333	2102	1092	1940	181
	PC	6.7	16.3	21.5	23.7	30.8	1.0	34.5	37.8	9.5	8.6	8.8	0.8
87 SPORTS UMPIRE OR REFEREE	N	4037	5718	2704	4385	5070	214	1154	2447	2598	4823	10846	176
	PC	18.2	25.8	12.2	19.8	22.9	1.0	5.2	11.1	11.8	21.9	49.2	0.8
88 GUIDANCE COUNSELOR	N	1433	3809	4966	5151	6542	227	4307	6807	3391	3263	4096	180
	PC	6.5	17.2	22.4	23.3	29.6	1.0	19.1	30.9	15.4	14.8	18.6	0.8

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TABLE 6 OCCUPATIONAL PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
89 ACCOUNTANT OR AUDITOR	N	1188	2628	6592	4899	6598	223	1180	2834	7618	3620	6612	180
	PC	5.4	11.9	29.8	22.1	29.8	1.0	5.4	12.9	34.6	16.4	30.0	0.8
90 MECHANICAL ENGINEER	N	5908	6298	3837	2835	3025	225	383	894	3747	3716	13129	175
	PC	26.7	28.5	17.3	12.8	13.7	1.0	1.7	4.1	17.0	16.9	59.6	0.8
91 MATHEMATICIAN	N	3549	5091	2722	4188	6366	212	2445	3940	1663	3815	9992	189
	PC	16.0	23.0	12.3	18.9	28.8	1.0	11.1	17.9	7.5	17.3	45.3	0.9
92 SWITCHBOARD OPERATOR	N	671	2017	3296	5816	10101	227	2813	6936	3038	4050	5023	184
	PC	3.0	9.1	14.9	26.3	45.6	1.0	12.8	31.5	13.8	18.4	22.8	0.8
93 MACHINIST	N	2735	4926	4620	4534	5085	228	294	879	4086	3897	12712	176
	PC	12.4	22.3	20.9	20.5	23.0	1.0	1.3	4.0	18.5	17.7	57.7	0.8
94 WELDER	N	2285	4587	3178	5352	6504	222	120	333	2666	3065	15687	173
	PC	10.3	20.7	14.4	24.2	29.4	1.0	0.5	1.5	12.1	13.9	71.2	0.8
95 PAPER HANGER	N	344	1062	3390	4897	12195	240	186	691	2921	3127	14930	189
	PC	1.6	4.8	15.3	22.1	55.1	1.1	0.8	3.1	13.3	14.2	67.7	0.9
96 CARPENTER	N	2727	6213	2870	4935	5134	249	254	1278	1827	4179	14307	199
	PC	12.3	28.1	13.0	22.3	23.2	1.1	1.2	5.8	8.3	19.0	64.9	0.9
97 TYPE SETTER	N	557	1781	4842	5408	9320	220	830	1693	6746	3315	9282	178
	PC	2.5	8.0	21.9	24.4	42.1	1.0	3.8	7.7	30.6	15.0	42.1	0.8
98 DRAFTSMAN	N	2907	4576	4780	3913	5722	224	541	1121	4684	3142	12337	219
	PC	13.1	20.7	21.6	17.7	25.9	1.0	2.5	5.1	21.2	14.3	56.0	1.0
99 HOUSEWIFE	N	359	389	1234	859	18981	306	11558	6782	675	1301	1514	214
	PC	1.6	1.8	5.6	3.9	85.8	1.4	52.4	30.8	3.1	5.9	6.9	1.0

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		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
100 AIR FORCE OFFICER	N	7878	6422	2158	2250	3173	247	3079	3792	3126	3082	8743	222
	PC	35.6	29.0	9.8	10.2	14.3	1.1	14.0	17.2	14.2	14.0	39.7	1.0
101 OFFICE MANAGER	N	3077	6711	4255	3853	4002	230	2589	6067	3418	4004	5766	200
	PC	13.9	30.3	19.2	17.4	18.1	1.0	11.7	27.5	15.5	18.2	26.2	0.9
102 BANKER	N	3355	6579	3777	4005	4176	236	2295	5779	3378	4404	5981	207
	PC	15.2	29.7	17.1	18.1	18.9	1.1	10.4	26.2	15.3	20.0	27.1	0.9
103 SALESMAN	N	1356	3989	3398	6146	7003	236	1068	3582	2380	5496	9307	211
	PC	6.1	18.0	15.4	27.8	31.6	1.1	4.8	16.2	10.8	24.9	42.2	1.0
104 COLLEGE PROFESSOR	N	3587	4971	3061	4214	6063	232	3891	4847	2318	3690	7097	201
	PC	16.2	22.5	13.8	19.0	27.4	1.0	17.7	22.0	10.5	16.7	32.2	0.9
105 POET	N	1321	2598	2725	4893	10364	227	3661	4487	2257	4055	7380	204
	PC	6.0	11.7	12.3	22.1	46.8	1.0	16.6	20.4	10.2	18.4	33.5	0.9
106 ARTIST	N	3570	4307	2558	4224	7261	208	6771	5427	1829	3052	4786	179
	PC	16.1	19.5	11.6	19.1	32.8	0.9	30.7	24.6	8.3	13.8	21.7	0.8
107 DESIGNER	N	3483	5251	3641	3919	5604	230	8903	7025	1934	1714	2275	193
	PC	15.7	23.7	16.5	17.7	25.3	1.0	40.4	31.9	8.8	7.8	10.3	0.9
108 FARMER	N	2302	4610	2230	4555	8234	197	1424	3155	1733	4200	11365	167
	PC	10.4	20.8	10.1	20.6	37.2	0.9	6.5	14.3	7.9	19.1	51.6	0.8
109 HIGH SCHOOL TEACHER	N	2873	4394	2336	4466	7883	176	5604	6170	1514	3445	5177	134
	PC	13.0	19.9	10.6	20.2	35.6	0.8	25.4	28.0	6.9	15.6	23.5	0.6
110 RELIGIOUS WORKER	N	1727	4025	3486	4954	7737	199	3747	6110	2781	4032	5218	156
	PC	7.8	18.2	15.8	22.4	35.0	0.9	17.0	27.7	12.6	18.3	23.7	0.7

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		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
111 SCHOOL PRINCIPAL	N	2562	3897	2686	4477	8298	208	2823	4129	2198	4448	8276	170
	PC	11.6	17.6	12.1	20.2	37.5	0.9	12.8	18.7	10.0	20.2	37.5	0.8
112 PSYCHOLOGIST	N	2572	3871	6057	3399	6011	218	4205	4336	4860	2537	5915	191
	PC	11.6	17.5	27.4	15.4	27.2	1.0	19.1	19.7	22.0	11.5	26.8	0.9
113 MEMBER OF PRESIDENT'S CABINET	N	4609	5124	3502	3241	5454	198	3136	3922	3319	3700	7809	158
	PC	20.8	23.2	15.8	14.6	24.6	0.9	14.2	17.8	15.1	16.8	35.4	0.7
114 JUDGE	N	3300	5053	3573	4240	5771	191	2045	3278	2883	4629	9049	160
	PC	14.9	22.8	16.1	19.2	26.1	0.9	9.3	14.9	13.1	21.0	41.0	0.7
115 U. S. SENATOR	N	4497	5025	3294	3676	5443	193	2523	3433	3027	4174	8743	144
	PC	20.3	22.7	14.9	16.6	24.6	0.9	11.4	15.6	13.7	18.9	39.7	0.7
116 POLITICIAN	N	2975	4445	3913	4106	6471	218	1756	2988	3265	4251	9624	160
	PC	13.4	20.1	17.7	18.6	29.2	1.0	8.0	13.6	14.8	19.3	43.7	0.7
117 U. S. CONGRESSMAN	N	4186	4877	3328	3803	5747	187	2159	3298	3060	4206	9155	166
	PC	18.9	22.0	15.0	17.2	26.0	0.8	9.8	15.0	13.9	19.1	41.5	0.8
118 MAYOR	N	3492	5016	3415	4303	5712	190	1820	3088	2899	4687	9385	165
	PC	15.8	22.7	15.4	19.4	25.8	0.9	8.3	14.0	13.2	21.3	42.6	0.7
119 PRESIDENT OF THE UNITED STATES	N	6224	3553	2288	3072	6805	186	3626	2659	1909	3315	10378	157
	PC	28.1	16.1	10.3	13.9	30.8	0.8	16.4	12.1	8.7	15.0	47.1	0.7
120 VICE PRESIDENT OF THE UNITED STATES	N	5346	4173	2408	3388	6618	195	2846	3189	2084	3664	10097	164
	PC	24.2	18.9	10.9	15.3	29.9	0.9	12.9	14.5	9.5	16.6	45.8	0.7
121 STATE GOVERNOR	N	4774	4532	3075	3592	5966	189	2339	3110	2719	4190	9510	176
	PC	21.6	20.5	13.9	16.2	27.0	0.9	10.6	14.1	12.3	19.0	43.1	0.8

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		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
122 PUBLIC ADMINISTRATOR	N	1756	3302	6632	3795	6402	241	1262	2693	6482	3442	7950	215
	PC	7.9	14.9	30.0	17.2	28.9	1.1	5.7	12.2	29.4	15.6	36.1	1.0

TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
123 TAKE CARE OF MEMBERS OF FAMILY	N	2702	6566	3243	5712	3709	196	6111	9743	1346	3434	1253	157
	PC	12.2	29.7	14.7	25.8	16.8	0.9	27.7	44.2	6.1	15.6	5.7	0.7
124 MAKE OUT INCOME TAX RETURNS	N	752	2165	3687	5504	9815	205	658	1926	3673	4549	11072	166
	PC	3.4	9.8	16.7	24.9	44.4	0.9	3.0	8.7	16.7	20.6	50.2	0.8
125 BIOLOGY	N	3683	5422	3808	3779	5198	238	3392	4867	3170	3791	6644	180
	PC	16.6	24.5	17.2	17.1	23.5	1.1	15.4	22.1	14.4	17.2	30.1	0.8
126 PHYSICS	N	3370	4651	5184	3584	5110	229	1647	3050	5542	3944	7691	170
	PC	15.2	21.0	23.4	16.2	23.1	1.0	7.5	13.8	25.1	17.9	34.9	0.8
127 STUDY MUSCLES AND NERVES	N	2560	5028	3891	4967	5451	231	2377	4209	2498	5020	7768	172
	PC	11.6	22.7	17.6	22.4	24.6	1.0	10.8	19.1	11.3	22.8	35.2	0.8
128 CALCULUS	N	1776	2511	9051	3143	5393	254	784	1483	9850	2584	7132	211
	PC	8.0	11.3	40.9	14.2	24.4	1.1	3.6	6.7	44.7	11.7	32.4	1.0

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TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
129 KEEP RECORDS FOR A STORE	N	1034	3731	3418	6931	6782	232	1937	5995	2650	5654	5618	190
	PC	4.7	16.9	15.4	31.3	30.6	1.0	8.8	27.2	12.0	25.6	25.5	0.9
130 INVENT NEW TOOLS	N	3915	6778	3312	4019	3869	235	822	2038	2630	5118	11255	181
	PC	17.7	30.6	15.0	18.2	17.5	1.1	3.7	9.2	11.9	23.2	51.1	0.8
131 FIX FURNITURE	N	1620	4754	2920	6432	6153	249	515	1961	2008	5432	11951	177
	PC	7.3	21.5	13.2	29.1	27.8	1.1	2.3	8.9	9.1	24.6	54.2	0.8
132 WORK ON AN AUTOMOBILE ASSEMBLY LINE	N	4430	5155	2511	4471	5342	219	426	1054	1797	3713	14868	186
	PC	20.0	23.3	11.3	20.2	24.1	1.0	1.9	4.8	8.2	16.8	67.4	0.8
133 WASH AND IRON CLOTHES	N	259	583	897	3116	17036	237	1088	5056	1019	5414	9262	205
	PC	1.2	2.6	4.1	14.1	77.0	1.1	4.9	22.9	4.6	24.6	42.0	0.9
134 PLAN WORK FOR OTHER PEOPLE	N	2195	4928	3490	5225	6070	220	2384	5821	3254	5073	5350	162
	PC	9.9	22.3	15.8	23.6	27.4	1.0	10.8	26.4	14.8	23.0	24.3	0.7
135 OWN YOUR OWN BUSINESS	N	10801	6334	1889	1373	1527	204	7792	6480	2414	2628	2584	146
	PC	48.8	28.6	8.5	6.2	6.9	0.9	35.3	29.4	11.0	11.9	11.7	0.7
136 READING	N	3821	6581	2230	4418	4846	232	8251	7126	952	2777	2752	186
	PC	17.3	29.7	10.1	20.0	21.9	1.0	37.4	32.3	4.3	12.6	12.5	0.8
137 SOCIOLOGY	N	1673	3166	8162	3694	5188	245	3636	4410	7557	2241	4008	192
	PC	7.6	14.3	36.9	16.7	23.4	1.1	16.5	20.0	34.3	10.2	18.2	0.9
138 FISHING	N	9206	7059	1514	2299	1822	228	3840	6326	1960	4465	5268	185
	PC	41.6	31.9	6.8	10.4	8.2	1.0	17.4	28.7	8.9	20.3	23.9	0.8
139 BASKETBALL	N	10848	6394	1286	1816	1552	232	7039	7399	1355	3080	2996	175
	PC	49.0	28.9	5.8	8.2	7.0	1.0	31.9	33.6	6.1	14.0	13.6	0.8

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TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
140 TENNIS	N	6089	7274	3496	2760	2271	238	8206	8140	2185	1815	1522	176
	PC	27.5	32.9	15.8	12.5	10.3	1.1	37.2	36.9	9.9	8.2	6.9	0.8
141 RAISE SHEEP OR CATTLE FOR MARKET	N	2558	3985	3043	5403	6910	229	1053	1869	2306	4456	12176	184
	PC	11.6	18.0	13.8	24.4	31.2	1.0	4.8	8.5	10.5	20.2	55.2	0.8
142 HELP YOUR PARENTS	N	6438	9141	2393	2368	1544	244	8510	9066	1282	1917	1077	192
	PC	29.1	41.3	10.8	10.7	7.0	1.1	38.6	41.1	5.8	8.7	4.9	0.9
143 WORK ARITHMETIC PROBLEMS	N	3105	5453	2105	4658	6569	238	3006	4875	1106	4279	8603	175
	PC	14.0	24.6	9.5	21.1	29.7	1.1	13.6	22.1	5.0	19.4	39.0	0.8
144 PREPARE COST ESTIMATES	N	1126	3388	5415	5427	6524	248	925	2690	4653	4777	8816	183
	PC	5.1	15.3	24.5	24.5	29.5	1.1	4.2	12.2	21.1	21.7	40.0	0.8
145 FORTUNE TELLING	N	818	1399	3023	3728	12922	238	2125	3106	3204	3359	10058	192
	PC	3.7	6.3	13.7	16.8	58.4	1.1	9.6	14.1	14.5	15.2	45.6	0.9
146 TYPEWRITING	N	1222	3772	3050	5575	8242	267	8086	7497	1787	2209	2274	191
	PC	5.5	17.0	13.8	25.2	37.2	1.2	36.7	34.0	8.1	10.0	10.3	0.9
147 MAKE A RADIO SET	N	5029	7051	3379	3109	3314	246	1139	2277	4409	4436	9598	185
	PC	22.7	31.9	15.3	14.1	15.0	1.1	5.2	10.3	20.0	20.1	43.5	0.8
148 FIX A CLOCK	N	3082	6175	4106	4311	4214	240	774	2053	4294	4665	10079	179
	PC	13.9	27.9	18.6	19.5	19.0	1.1	3.5	9.3	19.5	21.2	45.7	0.8
149 OPERATE A POWER MACHINE	N	4660	7169	3351	3485	3216	247	536	1403	3601	4376	11959	169
	PC	21.1	32.4	15.1	15.7	14.5	1.1	2.4	6.4	16.3	19.9	54.3	0.8
150 FIRE A PERSON	N	1822	1529	2258	4874	11389	256	783	752	1079	3058	16199	173
	PC	8.2	6.9	10.2	22.0	51.5	1.2	3.6	3.4	4.9	13.9	73.5	0.8

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		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
151 MANAGE A LARGE STORE	N	5229	6209	3124	3549	3734	283	3714	5223	2833	4477	5599	198
	PC	23.6	28.1	14.1	16.0	16.9	1.3	16.8	23.7	12.9	20.3	25.4	0.9
152 SAVE MONEY	N	12564	6202	1120	960	1039	243	14083	5373	700	926	778	184
	PC	56.8	28.0	5.1	4.3	4.7	1.1	63.9	24.4	3.2	4.2	3.5	0.8
153 WORK FOR MYSELF	N	9461	6741	2144	1852	1691	239	7943	6919	2233	2630	2136	183
	PC	42.8	30.5	9.7	8.4	7.6	1.1	36.0	31.4	10.1	11.9	9.7	0.8
154 WRITE LETTERS	N	1054	3902	2770	6930	7218	254	5419	7909	1453	4114	2972	177
	PC	4.8	17.6	12.5	31.3	32.6	1.1	24.6	35.9	6.6	18.7	13.5	0.8
155 PRACTICE MUSIC ALL DAY	N	1415	1909	1227	3669	13621	287	1783	2996	1065	4700	11293	207
	PC	6.4	8.6	5.5	16.6	61.6	1.3	8.1	13.6	4.8	21.3	51.2	0.9
156 ART GALLERIES	N	1728	3167	2809	4901	9210	313	4493	5533	2569	3811	5419	219
	PC	7.8	14.3	12.7	22.1	41.6	1.4	20.4	25.1	11.7	17.3	24.6	1.0
157 FOOTBALL	N	11152	5994	1264	1695	1722	301	4247	5126	2200	3858	6389	224
	PC	50.4	27.1	5.7	7.7	7.8	1.4	19.3	23.3	10.0	17.5	29.0	1.0
158 TRACK	N	7141	6895	2083	3037	2690	282	3150	4330	2566	4350	7450	198
	PC	32.3	31.2	9.4	13.7	12.2	1.3	14.3	19.6	11.6	19.7	33.8	0.9
159 OPERATE FARM MACHINERY	N	3526	4886	3188	4898	5342	288	531	1310	2447	4071	13476	209
	PC	15.9	22.1	14.4	22.1	24.1	1.3	2.4	5.9	11.1	18.5	61.1	0.9
160 OPERATE A CALCULATING MACHINE	N	2886	5112	5339	3796	4688	307	1304	3047	4562	3537	9364	230
	PC	13.0	23.1	24.1	17.2	21.2	1.4	5.9	13.8	20.7	16.0	42.5	1.0
161 PHYSIOLOGY	N	2412	3255	7448	3241	5498	274	2500	2938	7374	2442	6585	205
	PC	10.9	14.7	33.7	14.6	24.8	1.2	11.3	13.3	33.5	11.1	29.9	0.9

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TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE		NOT	DISLIKE			LIKE		NOT	DISLIKE		
		MUCH	SOME	SURE	SOME	MUCH	OMIT	MUCH	SOME	SURE	SOME	MUCH	OMIT
162 CHEMISTRY	N	4875	5246	4082	3117	4609	199	2724	3875	4154	3565	7572	154
	PC	22.0	23.7	18.4	14.1	20.8	0.9	12.4	17.6	18.8	16.2	34.3	0.7
163 PLAY CHESS	N	3650	5895	4284	3505	4540	254	1863	4036	6053	3591	6311	190
	PC	16.5	26.6	19.4	15.8	20.5	1.1	8.5	18.3	27.5	16.3	28.6	0.9
164 SOLVE PUZZLES	N	2966	6783	2839	4700	4566	274	3640	7790	1873	4384	4139	218
	PC	13.4	30.7	12.8	21.2	20.6	1.2	16.5	35.3	8.5	19.9	18.8	1.0
165 DO CLERICAL WORK	N	1030	2815	6474	5143	6378	288	2288	4451	6175	3638	5271	221
	PC	4.7	12.7	29.3	23.2	28.8	1.3	10.4	20.2	28.0	16.5	23.9	1.0
166 REPAIR AN AUTO	N	6944	6278	2783	3031	2822	270	895	1437	2861	3513	13146	192
	PC	31.4	28.4	12.6	13.7	12.8	1.2	4.1	6.5	13.0	15.9	59.6	0.9
167 OPERATE A CRANE OR DERRICK	N	2495	4321	4508	4978	5563	263	180	394	3729	2711	14845	185
	PC	11.3	19.5	20.4	22.5	25.1	1.2	0.8	1.8	16.9	12.3	67.3	0.8
168 WORK IN A STEEL MILL	N	1281	3281	3393	5862	8047	264	182	356	1793	2730	16776	207
	PC	5.8	14.8	15.3	26.5	36.4	1.2	0.8	1.6	8.1	12.4	76.1	0.9
169 HIRE A PERSON	N	3917	7463	4690	2858	2934	266	4542	7636	3595	2725	3330	216
	PC	17.7	33.7	21.2	12.9	13.3	1.2	20.6	34.6	16.3	12.4	15.1	1.0
170 GIVE ORDERS TO WORKERS IN FACTORY	N	3632	6562	4003	4138	3530	263	1991	4408	3148	5588	6678	231
	PC	16.4	29.7	18.1	18.7	16.0	1.2	9.0	20.0	14.3	25.3	30.3	1.0
171 BUY STOCKS	N	4430	6809	4509	2940	3165	275	2719	4938	5248	3360	5556	223
	PC	20.0	30.8	20.4	13.3	14.3	1.2	12.3	22.4	23.8	15.2	25.2	1.0
172 SELL FURNITURE	N	1510	4311	4191	6395	5436	285	1209	4254	3429	5806	7130	216
	PC	6.8	19.5	18.9	28.9	24.6	1.3	5.5	19.3	15.6	26.3	32.3	1.0

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TABLE 7 ACTIVITIES PREFERENCE ITEM ANALYSIS

		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
173 WATCH TV	N	7693	8702	1707	2261	1479	286	9682	8200	1006	1899	1040	217
	PC	34.8	39.3	7.7	10.2	6.7	1.3	43.9	37.2	4.6	8.6	4.7	1.0
174 ACT IN PLAYS	N	3078	4737	3002	4814	6226	271	8701	6555	1788	2462	2326	212
	PC	13.9	21.4	13.6	21.8	28.1	1.2	39.5	29.7	8.1	11.2	10.6	1.0
175 TRAP WILD ANIMALS	N	5445	5907	2614	3553	4331	278	1881	2413	2271	3845	11426	208
	PC	24.6	26.7	11.8	16.1	19.6	1.3	8.5	10.9	10.3	17.4	51.8	0.9
176 FOREIGN LANGUAGE	N	2712	4838	3133	4559	6610	276	6394	6634	2054	2873	3883	206
	PC	12.3	21.9	14.2	20.6	29.9	1.2	29.0	30.1	9.3	13.0	17.6	0.9
177 TEACH CHILDREN	N	2534	4901	3230	5034	6155	274	10939	6558	1198	1671	1491	187
	PC	11.5	22.1	14.6	22.7	27.8	1.2	49.6	29.7	5.4	7.6	6.8	0.8
178 HELP THE POOR	N	5590	8311	3440	2440	2053	294	12276	6774	1300	935	550	209
	PC	25.3	37.6	15.5	11.0	9.3	1.3	55.7	30.7	5.9	4.2	2.5	0.9
179 KEEP ACCOUNTS	N	1564	3884	4594	5529	6270	287	2640	4820	4086	4294	5985	219
	PC	7.1	17.6	20.8	25.0	28.3	1.3	12.0	21.9	18.5	19.5	27.2	1.0
180 ALGEBRA	N	3870	5216	2532	3611	6626	273	3403	4670	1837	3417	8490	227
	PC	17.5	23.6	11.4	16.3	29.9	1.2	15.4	21.2	8.3	15.5	38.5	1.0
181 LEARN ABOUT DISEASES	N	3756	5972	3603	4206	4304	287	5755	6303	2256	3687	3812	231
	PC	17.0	27.0	16.3	19.0	19.5	1.3	26.1	28.6	10.2	16.7	17.3	1.0
182 BECOME A MILLIONAIRE	N	14084	4026	1248	1261	1221	288	11965	4700	1282	2113	1781	203
	PC	63.6	18.2	5.6	5.7	5.5	1.3	54.3	21.3	5.8	9.6	8.1	0.9
183 SELL MERCHANDISE TO STORES	N	2415	6162	4613	4578	4091	269	1833	4673	4233	5129	5962	214
	PC	10.9	27.8	20.8	20.7	18.5	1.2	8.3	21.2	19.2	23.3	27.0	1.0

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		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
184 LITERATURE	N	2038	4569	3628	5226	6367	300	5287	6560	2270	3669	4025	233
	PC	9.2	20.6	16.4	23.6	28.8	1.4	24.0	29.8	10.3	16.6	18.3	1.1
185 WRITE THEMES	N	1381	3286	3160	5868	8174	259	3467	5221	2360	4816	5961	219
	PC	6.2	14.8	14.3	26.5	36.9	1.2	15.7	23.7	10.7	21.8	27.0	1.0
186 GO TO SCHOOL	N	3149	8063	2109	3527	4984	296	5115	9302	1188	2923	3300	216
	PC	14.2	36.4	9.5	15.9	22.5	1.3	23.2	42.2	5.4	13.3	15.0	1.0
187 SYMPHONY CONCERTS	N	1611	2953	3167	4601	9500	296	2903	4449	2953	4090	7416	233
	PC	7.3	13.3	14.3	20.8	42.9	1.3	13.2	20.2	13.4	18.6	33.6	1.1
188 HUNTING	N	11361	5637	1614	1526	1742	248	2423	3303	2881	4142	9107	188
	PC	51.3	25.5	7.3	6.9	7.9	1.1	11.0	15.0	13.1	18.8	41.3	0.9
189 SWIMMING	N	14011	5327	954	762	828	246	14286	5151	925	725	799	158
	PC	63.3	24.1	4.3	3.4	3.7	1.1	64.8	23.4	4.2	3.3	3.6	0.7
190 FEED HOGS AND CATTLE	N	2033	3625	2403	5218	8578	271	1014	1922	1677	4061	13167	203
	PC	9.2	16.4	10.9	23.6	38.8	1.2	4.6	8.7	7.6	18.4	59.7	0.9
191 SELL TICKETS FOR A RAILROAD OR AIRLINE	N	1351	3962	3829	6148	6563	275	2176	5713	2928	4427	6614	186
	PC	6.1	17.9	17.3	27.8	29.7	1.2	9.9	25.9	13.3	20.1	30.0	0.8
192 SHOP WORK	N	3408	6054	3390	4606	4414	256	857	2642	4094	4840	9419	192
	PC	15.4	27.4	15.3	20.8	19.9	1.2	3.9	12.0	18.6	22.0	42.7	0.9
193 DO ODD JOBS WITH SMALL TOOLS	N	2485	5765	3113	5351	5156	258	582	1920	2515	5204	11631	192
	PC	11.2	26.1	14.1	24.2	23.3	1.2	2.6	8.7	11.4	23.6	52.8	0.9
194 DIRECT PEOPLE	N	1944	5264	4614	5409	4642	255	2081	5587	3801	4985	5389	201
	PC	8.8	23.8	20.9	24.4	21.0	1.2	9.4	25.3	17.2	22.6	24.4	0.9

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		BOYS						GIRLS					
		LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT	LIKE MUCH	LIKE SOME	NOT SURE	DISLIKE SOME	DISLIKE MUCH	OMIT
195 ARRANGE A STRIKE SETTLEMENT	N	1696	3413	5245	4750	6738	286	904	1877	4732	3870	10458	203
	PC	7.7	15.4	23.7	21.5	30.5	1.3	4.1	8.5	21.5	17.6	47.4	0.9
196 INVEST MONEY	N	6165	8220	3203	2168	2099	273	4773	7294	4112	2794	2851	220
	PC	27.9	37.1	14.5	9.8	9.5	1.2	21.7	33.1	18.7	12.7	12.9	1.0
197 POETRY	N	1460	2934	2765	5182	9500	287	4249	5505	2217	4223	5643	207
	PC	6.6	13.3	12.5	23.4	42.9	1.3	19.3	25.0	10.1	19.2	25.6	0.9
198 PLAY AN INSTRUMENT	N	6217	5759	2120	3034	4686	312	6857	6290	1747	2835	4111	204
	PC	28.1	26.0	9.6	13.7	21.2	1.4	31.1	28.5	7.9	12.9	18.6	0.9
199 STUDYING	N	1629	6922	2945	5510	4806	316	2072	8250	1913	5436	4136	237
	PC	7.4	31.3	13.3	24.9	21.7	1.4	9.4	37.4	8.7	24.7	18.8	1.1
200 VISIT MUSEUMS	N	5213	7859	2434	3178	3144	300	7219	8140	1527	2675	2276	207
	PC	23.6	35.5	11.0	14.4	14.2	1.4	32.7	36.9	6.9	12.1	10.3	0.9
201 EXPLORING	N	9875	7469	1687	1399	1504	194	8927	6949	1629	2035	2356	148
	PC	44.6	33.8	7.6	6.3	6.8	0.9	40.5	31.5	7.4	9.2	10.7	0.7
202 MILITARY DRILL	N	3605	5922	3977	4323	4036	265	1215	2467	4303	4353	9508	198
	PC	16.3	26.8	18.0	19.5	18.2	1.2	5.5	11.2	19.5	19.7	43.1	0.9
203 BASEBALL	N	11744	5856	1187	1612	1449	280	7682	6833	1421	2669	3242	197
	PC	53.1	26.5	5.4	7.3	6.5	1.3	34.8	31.0	6.4	12.1	14.7	0.9
204 GARDENING	N	2048	5760	3252	5619	5152	297	3817	8070	2400	4019	3520	218
	PC	9.3	26.0	14.7	25.4	23.3	1.3	17.3	36.6	10.9	18.2	16.0	1.0
205 CAMPAIGN FOR POLITICAL OFFICE	N	2557	3682	3583	4232	7807	267	2062	3028	3200	3903	9663	188
	PC	11.6	16.6	16.2	19.1	35.3	1.2	9.4	13.7	14.5	17.7	43.8	0.9

S C O P E C O M P O S I T E P R O F I L E GRADE NINE 1966

CALIFORNIA, ILLINOIS, MASSACHUSETTS, NORTH CAROLINA

TABLE 8 INTELLECTUAL PREDISPOSITION SCALE

DISTRIBUTIONS AND PERCENTILE RANKS

			BOYS		GIRLS	
		SCORE	N	PR	N	PR
		33	0	100.0	0	100.0
		32	0	100.0	0	100.0
		31	0	100.0	1	100.0
		30	0	100.0	5	100.0
		29	2	100.0	8	100.0
		28	15	100.0	13	99.9
		27	19	99.9	32	99.9
		26	39	99.8	46	99.7
		25	53	99.7	79	99.5
		24	100	99.4	98	99.2
		23	131	99.0	185	98.7
		22	189	98.4	223	97.9
		21	258	97.5	309	96.9
		20	364	96.4	438	95.5
		19	537	94.7	526	93.5
		18	717	92.3	693	91.1
		17	859	89.0	941	88.0
		16	1163	85.2	1021	83.7
		15	1380	79.9	1252	79.1
		14	1595	73.7	1395	73.4
		13	1692	66.5	1572	67.0
		12	1774	58.8	1714	59.9
		11	1846	50.8	1825	52.1
		10	1821	42.5	1720	43.9
		9	1715	34.2	1782	36.1
		8	1593	26.5	1586	28.0
		7	1289	19.3	1358	20.8
		6	988	13.5	1075	14.6
		5	754	9.0	813	9.7
		4	460	5.6	574	6.1
		3	271	3.5	341	3.4
		2	145	2.3	152	1.9
		1	54	1.6	50	1.2
		0	305	1.4	217	1.0
BOYS	MEAN	11.6				
	S.D.	4.7				
GIRLS	MEAN	11.6				
	S.D.	4.9				